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ABSTRACT

This in-depth analysis of 415 documents focuses on the concerns of school children from the preschool level through grade 12. Examined are patterns of behaviors, both personal and academic, and ways in which school personnel and parents can improve those behaviors. Also discussed and evaluated are programs designed to help the personal growth of both parents and children as well as student academic performance. Areas covered include: (1) Personnel--Counseling Techniques, Counseling Goals, (2) Behaviors--Addictive Behaviors, Family Environments, Educational Environment, Cognitive Behaviors, Vocational and Educational Behaviors, Attitudes and Characteristics, (3) Services--Health, Orientation, Placement, Nonclassroom Development, Curriculum and Program Development, and (4) Support--Materials. Documents reviewed include materials from the time period of January through June, 1970, found in the "Research in Education," "Dissertation Abstracts" and journal articles. Selected documents are reviewed, and trends noted and analyzed, and suggested future areas of concern for ERIC/CAPS delineated. (CJ)

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INFORMATION

ANALYSIS

FOR

The Child

Preschool through Grade 12

CG 400 041

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ERIC
Counseling and Personnel Services Information Center

Information Analysis Report

for

THE CHILD – PRESCHOOL THROUGH GRADE 12

Carol K. Jaslow

CG 400 041

– Trend Analysis
– Significant Documents
– Analysis and Review of Major Developments
– Implications and Applications

Research Draft - Not For General Distribution

December 1970

ERIC
Counseling and Personnel Services Information Center
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POPULATIONS: (A) Preschool
(B) Elementary
(C) Secondary
(D) Combined

MAJOR AREA: BEHAVIORS

Sub-Areas:

(A) Addictive Behaviors
(B) Family Environments
(C) Educational Environment
(D) Cognitive Behaviors
(E) Vocational and Educational Behavior
(F) Attitudes and Characteristics

FINAL CONTENT ANALYSIS

Total Number of Documents: 415

The documents in this area speak to the concerns of school children from the preschool level through senior high school. Examined are patterns of behaviors, both personal and academic, and ways in which school personnel and parents can improve those behaviors. Also discussed and evaluated are programs designed to help the personal growth of both parents and children as well as student academic performance. The elementary level student is most heavily reviewed, although the preschool child receives virtually no coverage at all except minimally in the sub-areas of family counseling and evaluation.

Studies on Cognitive Behaviors, particularly among elementary school students, account for the most heavily-covered sub-area of all groups for these populations. Learning Motivation studies which seek to alter classroom structure and curriculum in efforts to improve motivation account for the heaviest emphasis within the broader scope of Cognitive Behaviors. It appears that researchers recognize the importance of developing motivation in pupils at early ages in efforts to help them obtain the most from the school situation, both academically and personally Additional work in problem solving and concept formation indicates a heavy emphasis on learning theory in general. If better learning climates are to prevail, it would seem imperative that counselors and teachers be made fully aware of the research results since these two groups constitute a team capable of inaugurating change in both the classroom and the school.

Factors of personality relating to self concept, particularly as self concept pertains to educational and vocational aspirations, are being strongly investigated, although not in ways which provide for practical application. Very few documents in this area do more than compare variables. While it might be hoped

that such surveys will eventually precipitate changes, it would seem that a change in priorities is indicated, with more effort being expended on specific techniques designed to effect change (in self concept, aspirations, etc.). The role of the counselor should be more than that of a "tester" or even diagnostician. It should be one of formulating ways in which students can work to improve their personality structures so that they become able to make the most out of what they really are, not what they may mistakenly think they are. The counselor, as an agent for change, is in a position to bring about implementation within the suggested guidelines offered in the research, for inaugurating such programs as will provide the students with the most self-knowledge possible to enable them to make the best decisions about their futures as that self-knowledge will allow.

Another sub-area which devotes much effort to "saying" rather than "doing" is in the field of Attitudes and Characteristics. Much of the work being done in this category also revolves about comparison studies, using specific student populations and selected variables. Most of these studies, while informational in nature, present results of a single study which uses narrow samples and is therefore incapable of wide application. While undoubtedly of use to the educational body sponsoring the study, this type is of doubtful general interest Of possibly more validity in this category are general studies on adolescents, involving cross sections of secondary level students, on a very broad basis of characteristics and attitudinal variables. These studies should be of greater value to school administrators, counselors, teachers and parents than studies focusing on a single population and/or variable. Programs designed to alter attitudes, although not great in number, involve effecting positive changes in self concept. Since this personality factor is deemed of such importance in learning, it would appear that this emphasis is well placed.

Sub-areas receiving a moderate degree of attention (within the broader area of BEHAVIORS) are Addictive Behaviors which include drug abuse, smoking behaviors, and alcohol use. Although the number of documents in this area is small (9), the distribution suggests that work is being implemented rather than merely discussed. Indications are that educators feel that incorporating this material into the curriculum does do some good. While the general lack of documents in this area at this particular time is somewhat surprising, and might seem to indicate a tapering off of interest, outside information suggests that this is not true. The number of conferences, regional, statewide and national, on the problems of drug abuse in particular, suggest that a number of documents will soon be reflecting the national interest. It is possible, however, that programs on these issues may be leaving the school and becoming a responsibility of the community through mental health, church, or medical facilities.

Other than direct counseling services, involving group and/or individual sessions and directed primarily toward academic counseling and post- high school planning, the area of SERVICES indicates more lacks than performances. Health Services reflect considerable interest, particularly through documents which are parts of national projects, notably the STRAND Project. Attention in the health area is also directed to materials on teaching general health concepts to specific grade level populations, particularly at the junior high school level. An area receiving attention also is that of mental health of both young pupils and adolescents. Focus here is on identification and prevention within the school environment. It is interesting to note here that schools seem to be taking increasing responsibility in the area of mental health, and are not relegating treatment programs to special classrooms or to community agencies. Coupled with the enormous amount of research being generated in behavioral and cognitive development, it would seem logical that even more emphasis might be placed here

so that little problems, identified early, could be appropriately dealt with in the regular class setting before they grow too big to handle.

Noticeable gaps in the area of SERVICES are found in: (1) orientation to junior and senior high school; (2) student participation in after-school activities and the resulting effect on student development; and (3) job placement and other work-study programs for secondary students. The available literature is totally silent on students outside the classroom but within the school setting. Orientation should certainly receive some attention, particularly at the junior high school level, since it is there that the change- from elementary school- is the greatest. Job placement should be of importance both at senior high level and at junior high level. Students, particularly junior high school students, often need a part-time job not only for financial remuneration but also for the sense of independence and self confidence it brings. This age group, because it includes students below the age of 16, is particularly difficult to place in jobs due to labor laws which make most potential employers unwilling or unable to hire younger boys and girls. The school should take a bigger role in acting as a clearinghouse for available jobs.

The area of PERSONNEL, as designated with this population grouping, includes Counseling Techniques, which might more properly be termed Counseling Services because the emphasis is not upon the professional personnel involved but upon the groups with which they perform their services. Efforts are divided almost equally between the elementary grades and the secondary levels, with forms of group counseling being the most widely used technique. Some of the purposes to which group counseling is put are to achieve behavior modification within the classroom situation at the elementary level and to improve academic performance as well as self concept at the secondary level. One of the emerging trends appears

to be the increasing use of parent counseling, both in group sessions and individually. Receiving particular emphasis is work with parents of underachievers. Here counseling seeks to upgrade parent attitudes toward educational attainment in the hope that their new feelings will be expressed to their children who will, in turn, seek to achieve better because such achievement has acquired status in the eyes of their parents. Parents, particularly mothers, are being involved right from the preschool level up through high school not only in efforts to upgrade academic performance but to help with social behaviors and increased participation in the school milieu. When parents themselves have an increased involvement in the school, the children seem to respond with more favorable educational attitudes. Also in the area of PERSONNEL is the sub-area of Counseling Goals which contains documents which explore the needs of students, the objectives of pupil personnel services in relation to those needs, the role of guidance in the educational process and the evaluation of programs designed to meet the stated needs. Most of the work being done in this category is in the description and evaluation of general services, usually on a district or state level. While these reports are no doubt necessary to the particular agency involved, it is doubtful that their appeal extends to a national audience. Of perhaps wider interest might be studies of services for particular populations since there are only 5 documents which speak to the needs of special groups. Nothing in this limited body of documents speaks to the needs of Indian youth, Mexican American youth, or Appalachian youth. What are some current counseling practices for these populations, and how can they be improved? The literature available is silent on these issues.

A generalization which seems to thread from state to state is the felt need to devote more attention to programs of career exploration. Indications are that this aspect of guidance should be started early in the primary grades, and carried

right through senior high school for the greatest impact. The single heaviest focus in this sub-area lies at the elementary level suggesting that the emphasis is being increasingly placed here. Another point in common is the need to recognize the many needs of such a large population group as is reflected in a district or state, demanding an enormous variety of services and specialized personnel. With needs generally outstripping resources, it would seem beneficial to all to seek ways in which schools and school districts could combine their resources to provide the widest possible services at the least possible cost. Currently one document suggests combined services as a possible solution.

Documents in the area of SUPPORT are fairly scattered, clustering significantly only for Materials (19) which discusses those references designed to aid personnel working with children in the areas of behavioral development, vocational development, and general development. Except for several documents on occupational materials, the focus is scattered generally on materials relating to child development, materials designed for use in the classroom setting for classroom guidance, and compilations intended for those interested in recent research on elementary school guidance. It is noteworthy that there is such a paucity of materials specifically designed for occupational exploration. While general statements are being made in enormous quantity (Vocational and Education Behaviors, BEHAVIORS) very little appears to put into practice the concepts and precepts on which so much research effort is expended. If, in fact, occupational materials are not finding their way into the system, it behooves us to make more of an effort to to locate them and incorporate them into our resource system. If there are so few materials that they cannot be located, it is incumbent upon the personnel field to develop and test-use occupational materials, rather than merely discuss them from a theoretical viewpoint. Fortunately, one subcategory which

is being covered with some foresight is that of providing tools for the counselor and teacher, designed to acquaint them with stages of child development. There are also guidelines for materials to be used in school guidance programs, particularly at the primary levels, which a teacher can use within the regular class setting. Since elementary school guidance is relatively new and not yet implemented in many schools as a separate entity, it is necessary for the classroom teacher to act as guidance counselor and to have materials which will enable her to deal with the concerns of the young pupil.

A number of documents (30) scatter over the remainder of the SUPPORT area, and cover work in testing, evaluation, information utilization and several studies whose value to this entire survey are in doubt. While the documents seem to be spread too thinly to provide a trend, there does seem to be a concern with identification of children with problems of an academic or emotional nature, such as anxiety. Coupled with the amounts of research being generated in the sub-area of Cognitive Behaviors, the work being done in identification during the early school years suggests that, to be effective, programs must be started as early as possible in identification, prevention and treatment so that youngsters will be able to take full advantage of the opportunities to which they are exposed. A noticeable lack in this area of Other Materials appears to be concerning legal decisions as they in turn concern the student, K-12. Much effort is currently being expended on the college student vis à vis the law, but very little appears to be in the offing concerning students below the college level. With recent court decisions, in the area of parochiaid for example, perhaps we shall begin to see more effort in the attempt to delineate rights and responsibilitieis of both staff and students.

In summation, we can note that: (1) the great bulk of documents represent research

reports; (2) a small majority focus on the elementary level student; (3) a great number discuss personal behaviors, particularly in the areas of cognitive behaviors and personal characteristics; (4) while some good techniques and programs are presented, most of the work seems to be theoretical or too narrow to provide help to school personnel needing positive assistance; and (5) indications point to the need for greater programs of guidance at the lower levels as well as more viable alternatives for working with special populations within the school context. ERIC-CAPS could perform a valuable service by encouraging more people in the field to work with specific materials and programs for particular groups rather than work in the area of surveys and comparative analyses too narrow to be useful beyond the scope of the studies reported.

AREA: Addictive Behaviors

Documents in this area concern themselves with drug abuse, smoking behaviors, and alcohol use and abuse, Populations involved are primarily secondary school students, with several documents aimed at combined school-aged populations, including elementary level children.

I. Number of Documents: 9

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 3

C. Review Paper - 1

D. Program Description - 3

E. Handbook, Guideline - 2

F. Conference Report - 0

G. Other - 0

II. Objective Description of Documents:

The documents in this small area describe school programs to educate students about drugs, alcohol, and tobacco, and investigate student attitudes about both the behaviors and the programs. The attitudes concern actual use of the substances, contemplated use of them, and attitudes toward the specified programs.

III. Significant Documents: 0

IV. Other Important Documents:

ED 041 327 HOW TO PLAN A DRUG ABUSE EDUCATION WORKSHOP FOR TEACHERS. Bethesda: National Institute of Mental Health (DHEW); Washington, D.C.: National Education Association, 1969. MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. $0.25 per copy. 40p.

This guideline, in four sections, discusses philosophies of drug education, objectives of inservice training, orientation to solicit program support, and planning and conducting of an inservice workshop.

ED 041 323 SMOKING - A SOCIAL DILEMMA. Des Moines: Iowa State Department of Public Instruction, 1969. MF-$0.65 HC-$6.58 144p.

This curriculum guide illustrates how information about the effects of smoking can be incorporated into all levels from kindergarten through grade 12.

Moskowitz, Ronald. LEAVING THE DRUG WORLD BEHIND. American Education, 1970, 6(1), 3-6.

This article describes a successful counseling program to help high school addicts kick the drug habit.

V. Trends and Analysis:

Although the total number of documents in this area is rather limited (9), the distribution suggests that work is being implemented rather than discussed. More than half the documents are descriptions of actual curriculum guides or programs, primarily on drug and tobacco education. This fact seems to suggest that educators feel that incorporating this material into the curriculum does, in fact, do some good. Particularly in the area of drugs where students express concerned interest, programs are well-received by the students. Unfortunately, many

communities still offer stiff opposition to the discussing of these "taboos" in the schools, and even where the parent groups approve the teaching of the subjects, there is often a lack of teaching time in which to do it.

The general lack of documents in this area is surprising, and would seem to indicate a tapering off of recent high levels of interest, particularly in drug abuse. The problem has obviously not disappeared - apparently priorities either in programs or documentation have. Programs discussed as often as not are actually being implemented in school situations. This seems a more significant development than if the total number of programs, however small, were emanating from state departments of instruction or HEW. Apparently, individual schools are themselves sorting through their own areas of concern, testing out ways in which they might best meet their problems, and putting into practice programs which are working for them. Outside literature suggests that there should soon be a number of documents in this area, emanating from regional and national conferences being held in the area of drug abuse.

VI. Implications for ERIC/CAPS:

Because of the indicated paucity of current documents in this most important area, it might be worthwhile to investigate whether or not communities have taken over more of the responsibility in this area rather than leaving it to already overburdened school districts. Perhaps the literature might reveal that community mental health services and/or medical facilities are absorbing the load, moving the emphasis from prevention to treatment. It would be interesting to ascertain if schools have tried to incorporate prevention-oriented educational programs into their curriculums, and if so, how successful have they been. If

they have not tried such programs, why not, and are there existing local facilities which meet the need as they see it? This investigation would be rather large-scale, but if feasible, might help schools still puzzling over what they should be doing, to know what other schools suggest from their own experiences. If this project should be beyond our scope at this time, we might invite comments from readers of CAPS Capsule - those who are practicing school counselors - as to the involvement of their own schools in educational or counseling programs in the areas of drugs, tobacco and alcohol.

AREA: Family Environment and Influence

Documents in this area pertain to family relationships and attitudes which affect the environment of the child and may thereby influence his school or social behaviors.

I. Number of Documents: 13

A. Position Paper, Theoretical Statement, Model - 0

B. Research Reports - 11

C. Review Paper - 0

D. Program Description - 1

E. Handbook, Guideline - 1

F. Conference Report - 0

G. Bibliography - 0

H. Other - 0

II. Objective Description of Documents:

The majority of documents is this small area reflect studies of family characteristics and pupil adjustment and achievement. There are nine documents which look at the family background--educationally, aspirationally, and socioeconomically--and relate it to the performance of the child both socially and academically.

Several papers (4) discuss projects designed to alter the behavior of the child by altering the home environment. These generally focus on some form of parent counseling aimed at helping the parents to work more effectively with their children.

III. Significant Documents: 0

IV. Other Important Documents:

ED 033 758 Jester, Emile R. FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT. Gainesville, Fla.: Institute for Development of Human Resources, Florida University, 1969. MF-$0.65 HC-$3.29 11p.

This document describes the Florida Parent Education Model, which works with mothers of five, six and seven-year olds enrolled in Follow Through programs. Indications are that parent interest in education has been increased and that teachers are providing more small group classroom instruction than before.

ED 040 415 Soar, Robert S.; Soar, Ruth M. NEGATIVE HOME INFLUENCES AND PUPIL SUCCESS. Washington, D.C.: American Educational Research Association; Gainesville: College of Education, Florida University, 1970. MF-$0.65 HC-$3.29 15p.

Devised to examine empirical relations between selected home influences and aspects of pupil educational growth, this study concludes that the data offer no support for blanket statements linking poor school performance to unfortunate home influences.

V. Trends and Analysis:

The number of documents in this area is small, but hopefully the start of a trend toward more work with families in an attempt to create a more conducive environment for pupil achievement and establishment of realistic goals. The literature strongly points to the increasing recognition that the school cannot operate in a vacuum, but rather it must be aware of the pupil as he is part of a family constellation with concerns and attitudes which help shape the youngster, and also of the fact that

education of that child does not start and stop at the classroom door. Parents can be of great help to both teachers and counselors in working with their children in both academic and personal areas. Parents can be encouraged by counseling sessions to alter their attitudes toward education in order to pass along more favorable impressions to their offspring than they themselves have held. In this way, perhaps the cycle of educational disdain held by so many of our parents can be broken before it becomes engrained in their children and so passed on to yet another generation. With the recognition by the schools of the important part parents can play in the development of children academically, and with the recognition by parents of the part the schools are trying to play in the social development of their children, perhaps we can reach a new concord which will set our youngsters off in a more positive direction than they have often been following. Perhaps the future will see more emphasis on the family, rather than less as has been predicted.

VI. Implications for ERIC/CAPS:

It would seem that our Center could best serve this vital area by encouraging input into the ERIC system of more documents dealing with parent school cooperation. Since we have already published a review paper on Parent Counseling, we might wish to go further and publish a brief paper which incorporates some of the attempts made by individual schools to work with parents in efforts to create a more favorable home environment which will reinforce attitudes and learnings proposed in the school.

AREA: Educational Environments

Documents in this area are concerned with those aspects of the school situation which affect the academic and personal development of the pupil.

I. Number of Documents: 38

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 34

C. Review Paper - 0

D. Program Description - 2

E. Handbook, Guideline - 0

F. Conference Report - 0

G. Bibliography - 0

H. Other (Evaluation) - 2

II. Objective Description of Documents:

A. Classroom Organization (14) - This group of documents dwells on specifics of organization and includes discussions on instructional grouping, flexible scheduling, and organization of subject matter with a view toward improved learning and greater creativity.

B. Teacher Behaviors Which Affect Student Behaviors (18) - Documents in this group are concerned with how teacher expectations of pupil performance affect actual pupil achievement, and how teacher behaviors affect classroom dynamics.

C. School Environments (10) - Documents in this group range over areas of student perception of school press, staff and student perception of

administrative role, and effect of school organization on achievement and anxiety.

III. Significant Documents:

ED 037 777 Lucas, Lawrence A.; and Others. SELF PERCEPTIONS OF ELEMENTARY SCHOOL STUDENTS AS LEARNERS IN THE ECOLOGY OF THE SCHOOL. Washington, D.C.: American Educational Research Association; Muncie, Ind.: Ball State University, 1970. MF-$0.65 HC-$3.29 9p.

A large sample population of 6500 elementary school students, grades four through six, was used in this study. Self-reported perceptions were obtained by means of questionnaires. Included among the perceptions were: reason for school, role as a rule obeyer, role as a teacher pleaser, and role as an achiever.

Results indicate that students generally like their school, believe the classroom rules are about right, are willing to obey them, and believe they are doing about as well as other students in their classroom. Conclusions are that students believe their classmates would rather play than work, that school is important to their future, and that school is teaching them things they need to know when they grow up. The students see themselves primarily as rule obeyers and teacher pleasers. About a third of the students are negative in their perceptions and would prefer not to attend school at all.

This document seems important, even though it is not testing a hypothesis, for several reasons: (1) it concerns perceptions of elementary school students, which is rather unusual, since most studies of this nature are devoted to high school level; (2) the sample is quite large and therefore

more representative than more limited surveys; and (3) while over half the students in ALL the schools indicate general satisfaction with themselves and with their schools nearly a third (according to the survey data) are not only dissatisfied but disinterested. Since differences in perceptions are noted from school to school, it behooves school personnel to ascertain how their students see their own school, and where changes might be initiated to create a more favorable environment.

70-4064 Duggal, Satya Pal. RELATIONSHIP BETWEEN STUDENT UNREST, STUDENT PARTICIPATION IN SCHOOL MANAGEMENT, AND DOGMATISM AND PUPIL CONTROL IDEOLOGY OF SCHOOL STAFF IN THE HIGH SCHOOLS. Michigan University, 1969, 30(9), 3671-A. MF-$3.00 X-$9.00 198p.

Seven schools which reported unrest during 1968 were paired with seven schools without unrest, on the following bases: school size, school district size, standard equalized valuation per resident member, current operating expenditure per pupil, and geographical location. Instruments administered were the Rokeach Dogmatism Scale Form E, Custodialism Humanism Scale (Form CI) developed by Terry L. Eidell, and a rating scale for student participation in school life. Useable responses were received from 1,100 students and 390 teachers. Mean scores, "t" values and intercorrelations of item scores on Form SPSL were calculated.

Some findings were: (1) larger districts had more schools which had experienced unrest than did smaller ones; (2) more 'unrest' schools belonged to districts with high standard equalized valuation than to those districts with lower SEV; (3) the higher the current operating expenditure the greater was the number of 'unrest' schools; (4) half of the 'unrest' schools had enrollments of more than 1,500; (5) 'unrest' schools had significantly lower pupil teacher ratios than the

others. The hypothesis that unrest is related to participation in school management was not accepted. The hypothesis that unrest is related to custodial pupil control ideology of teachers was accepted, and the hypothesis that unrest is related to dogmatism of teachers was not accepted.

Some conclusions were: (1) that unrest is a response to psychological environmental factors rather than material ones; (2) that participation in school management creates new aspirations accompanied by new frustrations; (3) that student councils are poor channels of participation in school life; and (4) that level of participation is low for all schools.

Recommendations include: (1) that experiences should be pooled in order to develop guidelines for new administrators; (2) grievance procedures should be instituted as preventive rather than remedial measures; and (3) teacher education programs should include exposure to public schools organized on the basis of humanistic control ideology.

This seems to be a very important document because (1) it discusses the secondary level which is where most of the student unrest in the public schools is focused; (2) it is a comparative study rather than a listing of factors found in a particular school which experienced unrest; and (3) it points to a circular series of conditions which exist in the nation's high schools which seem to suggest that we must take our chances with the idealized concept of a school which encompasses low

pupil-teacher ratios, high expenditures per pupil, fairly large school population to provide a broad spectrum of course offerings, and the unrest these "ideal" conditions seem to generate, or revert to smaller schools, in smaller districts, with smaller expenditures per pupil, and higher pupil teacher ratios, in order that we may experience less unrest. Of course, we must ask ourselves "which comes first - the chicken or the egg?" since it is quite probable that schools do not experience unrest because they are small or poorly financed, but because they are located in areas where the rural philosophy holds sway and people are not encouraged or permitted to be as "free" as they please. I seriously doubt that reducing the size of the Detroit school district or its individual schools, and reducing the amount of expenditure per pupil would in any way reduce the amount of unrest in the Detroit schools, simply because the big city youngster is exposed to considerably more permissiveness, liberalism, and ideas than he can comfortably handle. These factors do not disappear at the schoolhouse door.

IV. Other Important Documents:

CG 005 271 Bemis, Katherine A.; Luft, Max. RELATIONSHIPS BETWEEN TEACHER BEHAVIOR, PUPIL BEHAVIOR, AND PUPIL ACHIEVEMENT. Washington, D.C.: American Educational Research Association; Albuquerque: Southwestern Cooperative Educational Laboratory, 1970. MF-$0.65 HC-$3.29 24p.

ED 037 788 Gansneder, Bruce M. THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TOWARD PUPILS AND PUPILS' ATTITUDES AND ACHIEVEMENT. Washington, D.C.: American Educational Research Association; Columbus: College of Education, Ohio State University, 1970. MF-$0.65 HC-$3.29 20p.

Zimmerman, Barry J. THE RELATIONSHIP BETWEEN TEACHER CLASSROOM BEHAVIOR AND STUDENT SCHOOL ANXIETY LEVELS. Psychology in the Schools, 1970, 7(1), 89-92.

CG 005 648 Rizzo, Paula M. ENVIRONMENTAL PRESS IN THE SECONDARY SCHOOL: A MEASURE OF TEACHER AND STUDENT PERCEPTIONS. Oneonta, N.Y.: College at Oneonta, New York State University, 1967. MF-$0.65 H -$3.29 11p.

This study was conducted in six schools in Massachusetts and New Hampshire. Analysis of variance yielded significant (.05) school to school differences and significant teacher-student perception discrepancies at certain schools.

Cole, Henry P. PROCESS CURRICULA AND CREATIVITY DEVELOPMENT. Journal of Creative Behavior, 1969, 3(4), 243-259.

The behaviors that underlie the creative process have been shown to be basic to learning and problem solving. Process curricula attempt to develop many of these behaviors.

CG 005 459 Coats, William D. STUDENT PERCEPTIONS OF TEACHERS - A FACTOR ANALYTIC STUDY. Washington, D.C.: American Educational Research Association; Kalamazoo: Western Michigan University, 1970. MF-$0.65 HC-$3.29 15p.

Lewis, Michael D. ELEMENTARY SCHOOL COUNSELING AND CONSULTATION: THEIR EFFECTS ON TEACHERS' PERCEPTIONS. The School Counselor, 1970, 18(1), 49-52.

Schuck, Robert F. A SOCIAL PSYCHOLOGICAL VIEW OF LARGE GROUP INSTRUCTION. Psychology in the Schools, 1970, 7(3), 296-303.

The Getzels and Thelen model presents several factors connected with use of large group instruction which calls for a balance between concepts of student role help by school and by student. Evidence indicates that affiliation and achievement needs hinder a student from fulfilling his expected role within large group instruction.

Franken, Mary W. A CONSULTANT ROLE IN ELEMENTARY SCHOOL GUIDANCE: HELPING TEACHERS INCREASE AWARENESS OF THE BEHAVIOR DYNAMICS OF CHILDREN. Elementary School Guidance and Counseling, 1969, 4(2), 128-135.

V. Trends and Analysis:

Although there is a substantial body of literature (14) devoted to classroom organization, it is not possible to see a particular trend since the documents scatter over scheduling, grouping, and organization of material. The common element of all studies in this sub-category is that the organization is viewed as an attempt to improve learning and increase creativity. Some of the documents not discussed individually take a look at flexible scheduling in specific situations, and find the concept good but the practice bad. Unfortunately, students who have been rather rigidly programed for nine years do not always respond favorably when turned loose to devise their own schedules. It has been found that students do not use their time well when left entirely to their own devices. This conclusion seems to suggest that other schools interested in flexible scheduling take a hard and realistic look both at their own student body and at the literature, and try to modify the approach to suit their own situation.

The greatest emphasis in this area is on teacher behaviors. Several of these documents have been noted above. While the research results are mixed, there appears to be support for the hypothesis which suggests a positive relationship between teacher behavior and pupil behavior and achievement. Results also suggest the need for teachers to modify their behaviors toward those whose capacities they regard negatively. This area seems particularly important, especially in the light of the teacher tenure laws and the growing unionization of teachers. Since a teacher, once in a district for a given number of years, has her job until retirement, it becomes increasingly necessary to ensure that her behavior brings out the best in the student and not the

worst. This area is one in which the counseling staff of the school (or district) can function most effectively. Some studies note inservice training for teachers not only in the area of general interpersonal behaviors but also in work with specific populations such as disadvantaged, blacks, American Indians, etc. While teacher-pupil interaction is important, the research also singles out for study in this connection the classroom interaction which the teacher promotes, again, by her own behavior patterns. If the counselors can encourage teachers, either through individual discussions or through group sessions, to direct their attention to the need for greater dynamics in the classroom perhaps the pupils would evidence greater interest, improved self-concept, and better performance.

As already suggested, the documents which focus on school environments should be of great interest to the school staff because very often student perceptions differ greatly from those of teachers and administrators. It would seem beneficial to each school to sponsor its own study to ascertain how its own students see themselves and those within the school environment with whom they have daily contact. Teachers and other school personnel might learn a great deal from viewing themselves through the eyes of their students, and might be able to effect small changes within themselves and/or within the school itself which might be of benefit to all.

VI. Implications for ERIC/CAPS:

Our center might do all it could to encourage each school, both elementary and secondary, to survey its own students for the purposes outlined above. We might follow one of several courses in this pursuit: (1) suggest the procedure in an issue of CAPS Capsule,

outlining results found in some of the literature which suggest that the need for this type of survey is great; (2) investigate the instruments in use and devise one which we might disseminate to state school districts for dissemination to local schools; or (3) call upon practicing counselors from whatever mailing list seems most appropriate to do their own investigation for a suitable instrument which they might administer within their own schools.

CAPS might consider a workshop for school counselors, the purpose of which would be to formulate inservice programs in human relations which the counselors could then conduct in their home schools for teachers within that school. Emphases could be on interpersonal relations, group dynamics, minority group rapport, etc. This workshop might be held in conjunction with a state or national professional meeting. It might be held at the Center where attendance would of necessity be limited either to area counselors, counselor representatives of various school districts, state directors of counseling services, or such personnel as would be deemed proper.

AREA: Cognitive Behaviors

Documents in this area relate to learning, motivation and achievement (performance) of pupils from the preschool level through the secondary level.

I. Number of Documents: 59

A. Position Paper, Theoretical Statement, Model - 2

B. Research Report - 51

C. Review Paper - 0

D. Program Description - 5

E. Handbook, Guideline - 0

F. Conference Report - 0

G. Bibliography - 0

H. Other - 1

II. Objective Description of Documents: By far the largest single subarea, this category contains documents in the following areas:

A. Underachievement (6) - Documents in this subgroup discuss those characteristics which are found in underachievers, and ways in which counselors and teachers should alter their roles in working with them.

B. Problem Solving (15) - The second largest single subgroup in this area, this group includes studies not only on problem solving at both the elementary and secondary levels, but also stimulus response and concept formation, particularly at the elementary level.

C. Learning motivation studies and techniques (19) - This is the largest subgroup in this broad area of cognitive behaviors, and includes studies which focus on changes in classroom structure and curriculum

which seek to improve learning motivation. Motivation training, gaming, and reinforcement are some techniques considered in the research.

D. Personality and Achievement Correlates (10) - Studies in this subgroup often set out to compare students with varying personal traits on their academic performances. Populations vary from single-grade-single-school to single-grade-multi-school and multi-grade-multi-school. Most of these studies are on the elementary level and involve a single-grade-multi-school population. Personality traits investigated are varied but tend to involve pupil anxiety or self concept.

E. Achievement Prediction (2) - A limited number of documents focus primarily on the use of test scores and previous grades for prediction in later grade levels.

F. Social Factors (8) - This group of documents turns its attention to those factors in and out of the classroom which contribute to the ability of the student to function appropriately or otherwise. In general, it focuses on sociometric factors within the school situation, and those external influences which determine in large measure what goals and behaviors a pupil will exhibit.

III. Significant Documents:

ED 037 771 Adkins, Dorothy C.; and Others. MOTIVATION TO ACHIEVE IN SCHOOL. FINAL REPORT. Honolulu: Head Start Evaluation and Research Center, Educational Research and Development Center, Hawaii University, 1970. MF-$0.65 HC-$6.58 170 p.

This research on motivation focuses on (a) development of a measure of motivation of young children to achieve in school, a measure consonant with a five-faceted theory of constituents of motivation, and (b) a curriculum for teaching motivation to preschool children, also grounded in the theory. The resulting measure, Jumpgookies, is an objective-

projective device consisting of dichotomous items. The test has been given to 1,707 children in the continental United States and 668 children in grades one, two, and four in Hawaii. Item difficulty indices and item test correlation coefficients have been studied, and data for each group and for various combinations of groups have been factor analyzed. Results of the first attempts to teach motivation to preschool children are regarded as sufficiently promising to warrant intensive efforts. Plans for extending this work to younger and older children are being pursued, with followups of the groups involved also projected.

A second noteworthy document dealing with motivation in the early school years is the following:

ED 039 551 Klausmeier, Herbert J.; and Others. GOAL-SETTING PROCEDURES TO DEVELOP STUDENT SELF-DIRECTION AND PROSOCIAL BEHAVIORS. Washington, D.C.: American Educational Research Association; Madison: Research and Development Center for Cognitive Learning, Wisconsin University, 1970. MF-$0.65 HC-$3.29 24 p.

This research, along with development activities, deals with a system of individually guided motivation at a Wisconsin elementary school. Four general objectives for the project are stated, and deal with (1) motivation for learning subject matter knowledge and skills; (2) motivation for developing independence; (3) motivation for assuming increasing self direction; and (4) motivation for conceptualizing a value system. There are 17 specific behaviors related to the four objectives. All students were given a self-assessment sheet to complete. Teachers also rated the children on behavior. Students were then assigned to conference groups. The conferences were non-directive in nature, each child again rated his own behavior, while the teacher also rated him.

Results showed that children really improved in their behavior. Only the individualized conference group showed a significantly higher gain than did the no-conference control group.

These two documents, while both dealing with motivation, stress different aspects - the first is primarily achievement oriented, and the second is focused upon general motivational attributes, inclusive of achievement. It seems apparent from both these documents and the research they incorporate that it is not only desirable but possible to encourage motivation in children even before they enter school. Based on learning theory, these studies indicate that intensive efforts to inculcate motivation into young children would be extremely worthwhile. It is noteworthy that much of the research into motivation is being conducted at the early levels (4 at preschool levels, and 36 at elementary levels, as opposed to only 10 specifically at the secondary levels) suggesting that researchers feel this is more properly the age where motivation can and should be developed. From studies of high school students, it is apparent that lack of motivation is one of the most serious handicaps under which the adolescent, and the adults who deal with him, must operate.

IV. Other Important Documents:

. ED 038 674 Nesselroad, Elizabeth M.; Vargas, Julie S.
THE EFFECT OF POINTS EXCHANGEABLE FOR GRADES AS A REINFORCER FOR STUDY BEHAVIOR OF HIGH SCHOOL STUDENTS. Morgantown: West Virginia University, 1970. MF-$0.65 HC-$3.29 13p.

Subjects were college bound lower class students whose behavior was observed in detail by two classroom observers. Students were given

either a point score which could be added to their grades, a signature, or nothing for their daily study behavior. Average study behavior increased when points were given and decreased when they were not, indicating that grade increments can be reinforcers at the secondary level.

ED 038 733 Cohen, Karn C. EFFECTS OF THE 'CONSUMER GAME' ON LEARNING AND ATTITUDES OF SELECTED SEVENTH GRADE STUDENTS IN A TARGET-AREA SCHOOL. REPORT NO. 65.' Baltimore: Center for the Study of Social Organization of Schools, Johns Hopkins University, Maryland, 1970. MF-$0.65 HC-$3.29 24p.

This report describes the use of the game with students who were poorly motivated and who displayed poor attitudes toward school. The game appears to have taught these students important concepts, and their behavior in school and attendance records also showed improvement during the time they used the game.

ED 038 684 Hawkins, Robert P.; Sluyter, David J. MODIFICATION OF ACHIEVEMENT BY A SIMPLE TECHNIQUE INVOLVING PARENTS AND TEACHERS. Kalamazoo: Western Michigan University; Washington, D.C.: American Educational Research Association, 1970. MF-$0.65 HC-$3.29 19p.

A technique devised to upgrade motivation levels involved daily dispensing of dittoed notes to the child concerning his performance in a specific area. These notes were taken home where parents provided reinforcement as suggested by the teacher. This inexpensive technique can be tried in many school settings, although applicability to all grade levels has not yet been determined.

ED 039 593 Howard, James Lee; and Others. THE NORTH CAROLINA ADVANCEMENT SCHOOL: UNDERACHIEVEMENT REDEFINED: GOALS FOR SCHOOLS REDEFINED: BEHAVIOR OF STUDENTS REDEFINED: AND, THE ROLE OF THE COUNSELOR REDEFINED. Washington, D.C.: American Personnel and Guidance Association; Winston Salem: North Carolina Advancement School, 1970. MF-$0.65 HC-$3.29 54p.

ED 039 556 Stuempfig, Daniel W.; Maehr, Martin L. THE EFFECTS OF CONCEPTUAL STRUCTURE AND PERSONAL QUALITY OF FEEDBACK ON MOTIVATION. Urbana, Ill.: College of Education, Illinois University, 1970. MF-$0.65 HC-$3.29 12p.

This study sought to determine how high school students of varying conceptual structure would respond to personal and impersonal feedback on a performance task. It was predicted that whereas abstract subjects would show no difference in motivation under the two conditions, concrete subjects would show increased motivation when feedback was personal. Predictions were confirmed, suggesting that Conceptual Systems Theory may provide a logical basis for interpreting empirical findings related to social class differences in responding to performance feedback.

V. Trends and Analysis:

As indicated, the greatest attention is being given to studies in the area of learning motivation and techniques, particularly at the elementary level. I believe this is particularly significant, since it suggests the interest in the young pupil and how he can best be encouraged to obtain the most from the school situation, academically and personally. Coupled with research in learning motivation are the number of studies in problem solving and concept formation. Taken together, these large subgroups constitute a very heavy emphasis on learning theory in general. If better learning climates are to prevail, it is imperative that results of this research be widely disseminated to enable school personnel to provide learning climates appropriate to the findings. Since much of this research is being conducted by school districts or university centers, it may be reasonably assumed that the results are being widely reported.

It would seem that the teacher and the counselor are the "go-betweens" between the theory being generated and the application to the classroom situation. The counselor and teacher can be considered the

catalytic team for inauguration of change in both the school and the classroom. These two people who figure so importantly in the life of a youngster are made aware of the most recent applications of theory through the literature to which they are constantly exposed, and because, together, they probably know more about the student and how he functions than anyone else in the school, or even at home.

The limited number of studies on underachievement is somewhat surprising; however, coupled with the techniques for working with underachievers, found under COUNSELING TECHNIQUES, the area may be considered rather well covered. Even in the brief treatment received under the area of COGNITIVE BEHAVIORS, underachievement is primarily treatment-oriented rather than theory-directed.

Documents on personality and achievement correlates cannot point to a trend, since, although there are 10 documents within this subcategory, they are widely directed. Rather, these discussions on personality correlate with subcategory studies on other aspects of the total student, so that, equipped with all this knowledge about the various facets of what makes a student perform, or not perform, those working with him should be able to arm themselves adequately for the task of "teaching."

Because this sub-area is so large it might, in the future, be further divided into: (1) learning factors including concept formation and motivation, and (2) personal and social correlates of achievement including prediction.

VI. Implications for ERIC/CAPS:

Although the job of "learning" seems to imply responsibility for the teacher, the counseling staff is equally important. The counselor, as a change agent within a school, can hopefully effect some of the techniques which have come to her attention, and which she may feel would work for a particular child or group of children within a classroom situation. It might be the responsibility of CAPS to act as a clearinghouse for the purpose of receiving and disseminating ideas which have been taken from the literature and tried, successfully, in a school situation. Through CAPS Capsule, we might encourage practitioners to try specific techniques which have appeared as successful in literature which comes to our attention but which might not come before the general practitioner. We might then encourage counselor responses as to results which we could then publish in an effort, perhaps, to give encouragement to still other counselors to try something successfully tested by their peers.

CAPS might consider merely publishing and disseminating a handbook of suggested techniques which counselors might wish to implement for the improvement of learning climates within their schools. This might not have the impact that a few ideas at a time might have in CAPS Capsule, with reported feedback, but it is a consideration.

There is generally little material relating to secondary level motivation studies. CAPS might attempt to find additional information on what type of motivation studies are being done, successfully, at the secondary level. If it becomes apparent that this level is too late at which to attempt to inculcate motivation, then we should do all we can to encourage the teaching of motivation, as the literature indicates can be done, at as early an age as feasible.

AREA: Vocational and Educational Behaviors

Documents is this area are devoted to those factors, personal and intellectual, which contribute to the aspirations, or lack thereof, of students.

I. Number of Documents: 23

A. Position Paper, Theoretical Statement, Model - 1

B. Research Report - 19

C. Review Paper - 1

D. Program Description - 2

E. Handbook, Guideline - 0

F. Conference Report - 0

G. Bibliography - 0

H. Other - 0

II. Objective Description of Documents:

The documents in this area fall generally into two broad categories: aspirations (13) and vocational development (10). Aspirations treat generally with those facets of personality and environment which combine to produce certain hopes for the future, educationally and occupationally. The documents which discuss vocational development do so from several stances: (1) they offer specific techniques by which vocational maturity might be increased; (2) they present followup surveys of high school graduates who have gone either into the labor force or on to post high school training; and (3) they survey in-school pupils to ascertain the level of their vocational development.

III. Significant Documents:

70-7619 Williams, Allan Silvio. PERSONAL AND SOCIAL ATTITUDES AND VALUES OF HIGH SCHOOL STUDENTS AND THEIR RELATIONSHIPS TO LEVELS OF EDUCATIONAL ASPIRATIONS. George Peabody College for Teachers, 1969, 30(10), 4240-A. MF-$3.00 X-$6.40 135p.

The purposes of this study were to investigate the post-high school plans of public secondary school students in Hendersonville, Tennessee, and the relationships of educational aspirations to sex, father's occupation and education, number of siblings in the family, religion, and attitudes and opinions as elicited by the Children's Version of the Philosophies of Human Nature Scale (C-PHN) and the School Morale Scale (SM).

Hypotheses tested were: (1) boys will tend to have higher levels of educational aspirations than girls; (2) the higher the scores of response to the C-PHN and SM Scales, the higher the level of educational aspirations; (3) the boys having approximately the same scores as the girls on both scales will have higher levels of educational aspirations than the girls; (4) students whose fathers are white collar or blue collar workers will have higher levels of aspirations than do students whose fathers are service workers or farmers; and (5) father's educational level, family religious orientation and number of siblings in the family will bear significantly on the student's level of educational aspirations.

Data were gathered on 776 students in grades nine through twelve. Categories of high, medium, and low aspiration level were established. Three statistical methods were used: chi square test, analysis of variance, and product-moment correlations.

Major conclusions were: (1) about 50% indicated the high level of aspirations, 28% the medium level, and 22% the low level; (2) fewer girls

than boys had high levels of aspirations; (3) low level of father educational attainment was associated with lower proportion of students with high educational aspirations; (4) no significant relationships existed between religious preference and aspirations; (5) presence of five or more siblings was associated with a lower proportion of students having high levels of aspirations; (6) significant relationships existed between father's occupational level and levels of student aspiration, with middle-class occupations resulting in higher student aspiration level and lower-class occupations resulting in lower aspiration level.

This study was designed to serve two purposes. It was intended to serve as a nucleus for a more comprehensive body of data for the formulation of effective procedures to increase the flow of students from high school to further educational programs, and to differentiate the students who generally go on to higher education from those who do not.

This document is representative of a wide group of survey documents in this area, and as such serves as a model for similar studies which seek to determine the type of student population with which a school district is working. Data are designed not only to indicate where the high school students are going once they leave high school but also how the schools can reorganize their programs and services in an effort to best help all its students.

Coupled with the above document is the following which also discusses factors influencing aspirational level and ways in which the school can adapt itself to changes to meet the expressed needs of its students.

70-241 Hanchey, Karlos W. FACTORS INFLUENCING OCCUPATIONAL CHOICES AND EDUCATIONAL PLANS OF HIGH SCHOOL STUDENTS WITH IMPLICATIONS FOR CHANGES IN THE ROLE OF THE SECONDARY SCHOOL. Louisiana State University and Agricultural and Mechanical College, 1969, 30(7), 2756-A. MF-$3.00 X-$6.80 141p.

The sample used in this study included 1,054 high school students enrolled in grades nine through twelve in selected schools in Calcasieu and Beauregard Parish in Louisiana. Statistical measures were number and per cent distribution, chi-square test of significance, and coefficient of contingency. Objects of the investigation were: (1) to determine educational and occupational aspirations of the students; (2) to determine the educational and occupational expectations of the students; (3) to determine the approximate number of students planning to enter the labor force after high school; (4) to determine the approximate number of students planning to enter college; (5) to identify persons who influence student vocational choices; and (6) to establish the relationship of selected factors to the vocational choices of high school youth such as parents, friends, teachers, vocational limitations and school environment.

There was a relationship between occupational aspirations and expectations even though significant differences existed. While almost half of both sexes aspired to be professional workers, only about 25% expected to achieve this level. Persons influencing vocational choices were ranked in the following order: mothers, friends, fathers, persons in the occupations, others, other relatives, and teachers. Persons associated with influencing youth regarding their educational plans were mothers, fathers, friends, other relatives, persons in the occupation and teachers. Counselors exerted no significant influence on students' educational plans. Reasons given for possible failure to attain their educational goals were change of interest, lack of finances, marriage, lack of ability, and lack of encouragement.

From this study, it seems apparent that where educational plans are concerned the counselor makes virtually no impact. It is, of course, possible that the students involved in this survey were more influenced by their parents and relatives than are students in large urban schools, but whatever the reason why counselors are not much of an influence in this area, it is important for each school to look at itself and at what it can do to help its own population. The study points hard to this conclusion - that what is needed for one group of students will not suffice for another, and in the final analysis it behooves the personnel of each school to look closely at its student body, to learn its characteristics, its aspirations and its possible and probable expectations. In that way each school can create an environment most conducive to the abilities, hopes, and concerns of the students it serves.

IV. Other Important Documents:

ED 035 053 Virginia State Department of Education: A STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF VIRGINIA'S 1966-67 HIGH SCHOOL SENIORS. Richmond: Division of Educational Research and Statistics, Virginia State Department of Education, 1969. MF-$0.65 HC-$3.29 82p.

The population investigated for this study included all high school seniors in Virginia in 1967, who were asked to complete a survey form. Replies were received from about 95% of the students. Preliminary data obtained was considered as Phase I and the comprehensive analysis which followed as Phase II. Phase III consisted of further study of three areas not covered previously. Results show that there are differences in future plans between boys in private schools and boys in public schools, that there are differences associated with sex, and there are differences associated with college-noncollege classifications.

ED 038 703 Johnson, Ronald L.; and Others. SECONDARY STUDENT STATUS SURVEY 1968-1969. RESEARCH REPORT NO. 73. Honolulu: Institutional Research Office, Hawaii University; Office of Instructional Services, Hawaii State Department of Education, 1970. MF-$0.65 HC-$3.29 91p.

Survey results reveal the high degree of inconsistency of occupational activities with plans, indicating that vocational guidance and instructional patterns must coincide to prepare those contemplating terminating formal education at least temporarily after high school graduation.

70-3016 Rice, Don Alexandra. FACTORS AFFECTING THE PARTICIPATION OF SECONDARY STUDENTS IN VOCATIONAL EDUCATION IN THE COLUMBIA (MISSOURI) AREA VOCATIONAL-TECHNICAL SCHOOL. University of Missouri, 1969, 29(11), 3870-A. MF-$3.00 X-$7.40 156p.

Survey data suggests that lack of participation of secondary school students in the program may have been influenced by the following: (1) a majority of the school districts were not sufficiently involved in planning and organizing the school to encourage participation in the program; (2) parents living within the school districts showed little interest in having their children attend the school because they were uninformed about its purposes; (3) students, as well as school personnel, school board members and superintendents were not well informed about the programs of the area school; and (4) transportation appeared to be a major problem for potential students.

Findings point the way to needed information and action programs to increase the value to the community of the area school.

Fortner, Mildred L. VOCATIONAL CHOICES OF HIGH SCHOOL GIRLS: CAN THEY BE PREDICTED? Vocational Guidance Quarterly, 1970, 18(3), 203-206.

Analysis of predictor variables (intelligence, Sims SCI Occupational Rating Scale, and Family Wage Earners' Occupational Level) used singly

or in any combination showed relationship to stated occupational preference beyond 0.001 level of significance.

70-1611 Stilwell, William Earle, III. EFFECTS OF ETHNIC SOCIAL MODELING TECHNIQUES ON ADOLESCENT VOCATIONAL OPINIONS, INTERESTS, AND INFORMATION-SEEKING BEHAVIORS. Stanford University, 1969, 30(8), 3288-A. MF-$3.00 X-$9.45 207p.

Study results indicate that students who see models of an ethnic group different from their own do not score as well as students who see models of their own group. This finding has strong implications for vocational guidance.

V. Trends and Analysis:

From the documents found in this area, it would appear that much work is being done investigating those facets of personality which are generally accepted as contributing to vocational and educational aspirations (self concept), and comparatively little is being done to put that knowledge to practical use. Of the total 23 documents, four describe techniques, four present followup data, and the remaining 15 relate aspiration to self concept. While it is anticipated that surveys and followups are antecedents for indicated change, it would seem that a reversal of priorities is in order.

Techniques discussed are small group counseling to improve vocational decision making and the use of career-oriented films to initiate vocational discussions. Followup studies of graduated students are also presented. Note should perhaps be taken of the possibility that some specific techniques may be in the area which discusses COUNSELING TECHNIQUES, although most of that area concerns itself with motivational improvement.

It should be noted that documents in this area are found widely in DISSERTATION ABSTRACTS, which has not generally been the case in the

areas involving preschool through high school students. Does this suggest that not enough materials in this area are reaching the ERIC system through regular channels? General findings indicate that student levels of aspiration do not always match their levels of expectation, suggesting either that students are being realistic or that they may be short-changing themselves. The counselor, who does not seem to be a significant agent in these decisions, should make new attempts to know her students and their backgrounds in an effort to help them make the most of what they are. With many sources of financial help available today to those considered disadvantaged it is quite probable that more students could be encouraged to bring their expectation levels closer to their aspiration levels, ability being taken into consideration, so that future frustrations might hopefully be minimized - at least in the occupational area.

Since aspiration level is a factor in vocational development, the counselor is in a position to implement programs within a school or school district to encourage further student development as indicated by her knowledge of her pupils. She (or he) should certainly be aware of post high school programs offered locally, particularly if her population consists of students who cannot live away from home. As one of the studies mentioned above indicates, there is not much benefit in establishing an area vocational program, either at the secondary or post secondary level, if the people who should be involved know very little about it. The counselor must be not only a source of information about her students, but also a source of information for her students.

VI. Implications for ERIC/CAPS:

Since the counselor can be considered the number one change agent within a school situation, and since some of the research indicates that thus far the counselor is not the person who influences a student at least in regard to his educational plans, it would seem that a new look must be taken at the role of the school counselor in the area of vocational and educational planning. Each school situation should be viewed distinctly and separately from the total picture, and each counselor should be encouraged to know her school, her students, and the possibilities available to those particular students. To this end, CAPS should, perhaps through CAPS Capsule, do all it can to encourage practicing school counselors to increase their impact on their students. A column in the newsletter, which incorporates some of the recent findings from the literature, might point the way to the need for counselors to be aware of what needs to be done, and what they personally can help to do. Apparently it is in the area of post-high school educational planning that counselors need to be encouraged to do more. While counselors undoubtly are accused all too often of catering too much to the college bound student, they are rarely felt to be doing overly much in the vocational planning area. What they need to reexamine is whether or not their students have set for themselves realistic post-high school goals, either educationally or vocationally, and if they need to be encouraged to alter those goals upward. Perhaps, CAPS might inaugurate a special column in CAPS Capsule, specifically designed for the school counselors, and focusing from issue to issue on a suggested direction which counselors might wish to take in their school situation. Through this column they might be encouraged to take new actions or implement

new programs which would be tailor-made for their own situations, because they would be encouraged not to adopt a single concept but rather to explore a concept possibility within the context of their individual school environment and work with the alternatives until they have found the best possible one for their school.

AREA: Attitudes and Characteristics

Documents in this area discuss and compare attitudes and characteristics not only of students in grades K-12, but also of parents and teachers in regard to many variables. Included among these variables are personality factors, achievement correlates, social influences, and environmental factors both in and out of the classroom.

I. Number of Documents: 35

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 32

C. Review Paper - 0

D. Program Description - 3

E. Handbook, Guideline - 0

F. Conference Report - 0

G. Bibliography - 0

H. Other - 0

II. Objective Description of Documents:

Documents in this area can be classified under several sub-categories:

A. Programs (9) - This group of reports focuses on formalized attempts to alter various aspects of personality in selected groups of students. These programs involve curriculum changes or other changes in the school environments such as flexible or modular scheduling or reorganization of a particular classroom, or specific guidance procedures designed to effect specific behavior changes.

B. Comparative Analysis (22) - This, the largest subgroup in this area, compares and contrasts characteristics and attitudes of specific student populations toward selected variables. Some of the studies seek to ascertain differences between selected attitudes and characteristics of rural students of a given age group and their urban counterparts, while others merely describe certain aspects of the personality structure of a given group of students; some discuss the individual characteristics of athletes as compared to nonathletes; some assess characteristics of students as they may be affected by the socioeconomic status of their families.

C. Other Personnel (4) - This small group of documents discusses attitudes and characteristics of people other than students who are intimately involved with the educational process. Included are teachers, counselors, and parents. Obviously, such a scattered showing is not indicative of a particular emphasis; however, it is noteworthy that concern is being shown about such matters as parent attitudes toward the school guidance program or toward busing to achieve racial balance, and teacher characteristics deemed necessary for the teaching of sex education.

III. Significant Documents:

ED 035 015 Sprinthall, Norman A.; Mosher, Ralph L. STUDIES OF ADOLESCENTS IN THE SECONDARY SCHOOL. REPORT NUMBER 6. Cambridge: Center for Research and Development in Educational Differences, Harvard University, 1969. MF-$0.65 HC-$9.87 300p.

This exploratory study of adolescents in three secondary schools focuses on an investigation of perceptions, attitudes, and motives toward school and toward learning decision-making styles and communication patterns. The schools deliberately represent different socioeconomic backgrounds. A random sample of approximately 60 eleventh graders was selected from each school. Instruments included an interview schedule,

a thematic apperception test depicting school scenes, an opinion survey, a questionnaire, a Q-sort and a decision making interview schedule.

Results indicated that the major differences in attitudes, perceptions, motives and decision making styles were almost exclusively due to school differences, and not to sex differences. Urban school pupils viewed learning as passive obedience to teacher directives. Suburban pupils exhibit both the strongest hostility toward learning extrinsic motivation for studying, a trend most prevalent among the boys. In decision making the suburban pupils tended to rely on directions from others but to a lesser extent than in the urban school. In the private school, the pupils manifested intrinsic interest in learning, substantial self direction in making decisions, and a strong sense of personal independence.

This study should be noted for several reasons: (1) although the numerical sample is fairly small, the students and schools are representative of a wide cross-section of educational systems without focusing on specific groups such as inner-city, disadvantaged, or culturally different; (2) the report is extensive and covers many aspects of adolescent characteristics; and (3) most importantly, the findings suggest to staff personnel the need to be aware of the possible leanings of students within their own schools, with a view toward making changes which would alter undesirable patterns. For example, the report notes that urban pupils tend to be passive and dependent. Knowing this trend, urban school administrators and staff should take steps to try to encourage more independent behaviors on the part of their students.

70-5263 Owen, Ray Allen. ATTITUDES RELATIVE TO SOCIAL ACCEPTANCE AMONG FIFTH GRADE PUPILS WHO WERE RACIALLY MIXED AS A RESULT OF BUSING. Ball State University, 1969, 30(9), 3645-A. MF-$3.00 X-$5.80 120p.

The population involved in this study included 258 selected pupils in nine classrooms in three predominantly white, middle class schools within a midwestern school system into which forty pupils, including 31 Negro and nine Caucasian pupils bussed from an inner-city school, were placed. Determination was also sought of the degree of satisfaction pupils held concerning present classmates, present classroom assignments, and attitudes toward continuing in the present school assignments.

Findings were based on the attitudinal responses which the subjects, who had been racially mixed for one semester, expressed toward each peer through the use of an adapted form of the Ohio Social Acceptance Scale. Each subject was also asked to indicate the rating he believed most of his classmates would give him. Teachers were also asked to assign to each pupil the rating which best described the feelings of most class members toward that individual as perceived by the teacher.

Conclusions were as follows: (1) there was interracial social acceptance, with somewhat greater acceptance of the Resident Pupils especially at the highest levels of of social acceptance, with Bussed Pupils being more accepting of their classmates than were classmates of them; (2) the Bussed Pupils viewed the racial mixing more favorably than did the Resident Pupils; (3) most of the pupils felt accepted in the social setting of the classroom, with the Resident Pupils feeling slightly more accepted than they had been the previous year; (4) parent attitudes of Bussed Pupils concerning school assignment for the following year were very evenly divided with no apparent preference pattern by race or sex.

With busing an issue in so many cities, large and small, the findings of this report may offer guidelines as to what attitudes people may expect from both children and parents involved. It would appear that the program concept meets with more acceptance among the children than among the parents of the Bussed Pupils, which might suggest that parents' attitudes toward social behaviors do not carry over to their children. It might, of course, also suggest that there are reasons quite apart from the busing situation itself, which create problems for parents of Bussed Pupils which might be more easily solved if their children remained closer to home. It is therefore of great importance to school districts attempting to implement programs of racial balance to ascertain feelings of the parents involved in order to cause the least possible disruption to normal family patterns. Admittedly this is a big order, but the attempt should be made.

IV. Other Important Documents:

70-1239 McNiff, Thomas. TRUST AND ACADEMIC ACHIEVEMENT OF THE ADOLESCENT PUPIL. United States International University, 1969, 30(8), 3326-A. MF-$3.00 X-$6.60 138p.

Results with a population of junior high school male pupils, revealed that low academic achievers displayed a more trusting attitude than did the high achievers, that lower achievers were significantly more forgiving in their responses on the Prisoner's Dilemma Game than were the high achievers, but that greediness correlated positively with academic achievement.

70-3367 Tipton-Dorothy Marie. ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD GUIDANCE COUNSELORS. Rutgers State University, 1969, 39(9), 3805-A. MF-$3.00 X-$6.00 138p.

70-328 Watts, David B. A STUDY OF SOCIAL CHARACTERISTICS AFFECTING CERTAIN OVER-ACHIEVING AND UNDER-ACHIEVING RURAL HIGH SCHOOL SENIOR BOYS AS COMPARED TO THEIR URBAN COUNTERPARTS. Kentucky University, 1966, 30(7), 2735-A. MF-$3.00 X-$8.60 190p.

70-3411 Leigh, Thomas Gilbert. CHANGES IN ATTITUDES, CONDUCT, AND SCHOLASTIC ACHIEVEMENT FOLLOWING MODULAR SCHEDULING IN HIGH SCHOOL. United States International University, 1969, 30(9), 3640-A. MF-$3.00 X-$4.60 86p.

The study yielded no conclusive results concerning student attitudes and opinions. Results of the comparison of citizenship grades indicated that conduct improved to a .01 level of significance as a result of the program, as did comparisons of grade point averages. Suggestions are offered concerning the need to take steps to assure better community acceptance of modular scheduling.

70-1196 Stevens, John Culver. A STUDY OF THE RELATIONSHIPS BETWEEN FIELD INDEPENDENCE, DOGMATISM, AND CREATIVITY IN RURAL SEVENTH GRADE STUDENTS. Georgia University, 1969, 30(7), 2863-A. MF-$3.00 X-$8.80 194p.

Smith, Gene M. RELATIONS BETWEEN PERSONALITY AND SMOKING BEHAVIOR IN PREADULT SUBJECTS. Journal of Consulting and Clinical Psychology, 1969, 33(6), 710-715.

A study of 562 high school and junior high school students yielded results indicating that smokers were lower on measures of "agreeableness" and "strength of character", and higher on measures of "extraversion" than nonsmokers. These findings can be used in developing antismoking educational campaigns aimed at this age group..

Moon, Mozetta; Wilson, Doris. TEACHER-COUNSELOR COOPERATION: BUILDING SELF CONCEPTS AND CONFIDENCE IN CHILDREN. The School Counselor, 1970, 17(5), 364-366.

This brief article reports on a project to raise the self image of fifth graders by giving them responsibility in helping first grade children with academic and adjustment concerns.

V. Trends and Analysis:

The large group of documents in this crucial area suggests the great interest that researchers have in "what makes people tick". As already indicated, the heaviest concentration of work is reported in the area of comparison of characteristics and attitudes toward specific variables. Most of these studies are informational in nature, presenting results of a single survey. While some of these reports involve populations which are large enough to represent possible trends, most of them use samples which are quite narrow, and while useful for the particular comparison being made, are not capable of wide application. Institutions and state education departments are naturally concerned with the constitution of their individual student bodies, and properly so, in order that they may better judge the types of programs best suited to their needs, but how much of this literature is of use on a general basis is debatable. There seems to be a large body of research literature, in the Dissertation Abstracts as well as in the RIE reports, which focuses on specific characteristics of students within a single school. These reports are open-ended -- they aim merely to present data rather than ways in which constructive changes may be implemented.

Of possibly more validity are general studies on adolescents, involving cross sections of secondary level students on a very broad basis of characteristics and attitudinal variables. These studies are not designed for replication, but are designed to help those working with young people to know better what sorts of personality constructs are generally found in this age group. To my way of thinking, this kind of study is of far more value to the general population of teachers,

counselors, and administrators, than the numerous but narrow ones dealing with, for example, the seventh grade male population of _____ Junior High School, or similarly defined groups.

Reports dealing with programs designed to improve attitudes (9) are all-too-limited in number, but offer a beginning toward what is probably most needed in society today which is altering attitudes in order to bring about better social and learning climates. When specific attempts are made to change specific personality variables, indications are that these attempts are generally successful. Elementary school teachers, working with counselors, have proven (in one classroom situation) that they can effect a positive change in self concept among their pupils. High school students have developed their self-actualizing processes through curriculum development by use of encounter groups.

Although not great in number, most programs designed to alter attitudes and characteristics involve effecting positive changes in the self concept. Since this personality factor is deemed of such importance in learning motivation as well as in social behaviors, it would appear that this emphasis is well-placed. Hopefully, the future will see even greater focus in this area, programmatically speaking.

VI. Implications for ERIC/CAPS:

From the foregoing, it would appear that the literature leans too heavily toward studies which are very localized in nature and which cannot serve the general area of education in a very effective manner. Since most of this material appears in the Dissertation Abstracts I doubt there is much that we as a center can do about changing the emphasis. A series of papers by CAPS might be in order, dealing with various practical

ways in which attitudes might be altered. Involved might be: attitudes toward school integration; attitudes toward the school as a physical entity; attitudes toward minority groups, for both teachers and students; attitudes toward self; and attitudes toward society with a view toward encouraging students to participate rather than drop out. Since current resources are limited, work would have to be done to uncover additional approaches to these problems which might serve as bases for change.

POPULATIONS: (A) Preschool
(B) Elementary
(C) Secondary
(D) Combined

MAJOR AREA: SERVICES

Sub-Area:
Health

AREA: Health Services

Concerned with physical and mental well-being of students, as well as with their safety.

I. Number of Documents: 26

A. Position Paper, Theoretical Statement or Model - 1
B. Research Report - 2
C. Review Paper - 2
D. Program Description - 11
E. Handbook, Guideline
F. Conference Report - 2
G. Bibliography - 0
H. Other (Evaluation) - 1

II. Objective Description of Documents: Documents focus on:

A. Mental Health (7) - This group dispenses its coverage over identification programs, prevention programs, and implementation programs for general school populations as well as specific groups.
B. Physical Health (8) - These documents are curriculum guides intended to incorporate safety, dental education, as well as physical activity in the daily life of the student, particularly at the elementary level.

III. Significant Documents:

CG 005 002 Turner, Pat; And Others. HEALTH, AN INSTRUCTIONAL GUIDE: JUNIOR HIGH SCHOOL. PUBLICATION NO. X-86. Los Angeles: Division of Instructional Planning and Services, Los Angeles City Schools, California, 1969. MF-$0.65 HC-$9.87 224P.

Designed to assist junior high school teachers to meet the revised graduation requirements for health instruction, this program strives to help pupils: (1) gain scientific health knowledge; (2) acquire intelligent health attitudes; and (3) develop effective health practices. An outline course of study of seventh grader health is given. Seven units make up the course of study and each unit contains an overview of the concepts to be developed, lists of suggested activities and reference materials, and an explanation of suggested evaluation procedures. Time allotments for the units are suggested. The units offered are: Introduction to Health; Growing and Maturing; Achieving Personal Health; Safety and First

Aid; Addicting, Habit Forming and Other Harmful Substances; Food for Growth and Health; Progress in Community Health. An optional resource unit on The Continuation of Human Life is offered in the appendix. This guide is rather complete in its emphasis, and designed for a specific age group with appropriate materials and language. It should be a valuable tool for the junior high school teacher who is trying to present, acceptably and intelligibly, health concepts on which to build more advanced materials at the senior high school level.

CG 003 004 Van Hooft, Gordon E., And Others. STRAND I, PHYSICAL HEALTH; HEALTH STATUS. HEALTH CURRICULUM MATERIALS FOR GRADES 7, 8, AND 9. Albany: Bureau of Secondary Curriculum Development, State Education Department, and New York State University System, 1969. MF-$0.65 HC-$3.29 40P.

Another document dealing with junior high school curriculum, this section of the STRAND Report is a good companion guide to the report discussed above. The publication contains three sections: (1) promotion and maintenance of health; (2) Measurement and Evaluation of Health Status; and (3) Health of the American People. Also discussed is the circulatory system. Extensive related references for both student and teacher are listed. Stressing physical body health, this guide might well serve as a helpful adjunct to the more detailed and extensive guide discussed previously.

IV. Other Important Documents:

Daniels, Rose M. DRUG EDUCATION BEGINS BEFORE KINDERGARTEN: THE GLEN COVE, N.Y. PILOT PROGRAM. Journal of School Health, 1970, 40(5), 242-248.

Based on the premise that a child entering school has already been "drug educated" to some extent, this program is aimed at parents of preschoolers as well as at all levels from kindergarten through grade 12.

Carter, Lillian; Ostendorf, Mary. THE AWAKENING OF ADOLESCENT FEMININITY. Journal of School Health, 1970, 40(4), 203-205.

In an effort to meet the needs of inner city girls, many of whom have misconceptions about sexuality and development, an after school health club was organized.

Goldin, Paul. THE SCHOOL AS RESISTANT PATIENT: A MODEL FOR THE PARTICIPATION OF MENTAL HEALTH PROFESSIONAL IN REDUCING RACIAL AND ETHNIC TENSIONS. Psychology in the Schools, 1970, 7(2), 146-152.

In an effort to reduce racial tensions in an urban junior high school, a program was instituted whereby volunteer mental health personnel entered the school to help the students and staff in dealing with racial problems and providing amore receptive school climate in which both students and staff might function.

V. Trends and Analysis:

Documents in this category deal with several issues in the health area - physical and dental health, drug education and safety, mental health, and sex education.

A group of 7 documents are reports on curriculum guides from the STRAND Project, compiled by the New York State Education Department Bureau of Secondary Curriculum Development, accounting for the heavy emphasis on handbook materials. This project sorts itself over physical health education, safety instruction, and mental and community health education.

Heavy attention is devoted to materials on teaching general health concepts to specific grade level populations, particularly at the junior high school level. These project materials appear to offer the teacher viable alternatives to presenting a necessary body of information to students whose interests and needs vary widely.

The mental health aspect of young pupils and adolescents receives moderately wide attention. This group of documents does not represent a single project, and is, therefore, perhaps even more significant than the above in delineating a trend. Focus is on identification and prevention approaches with young children and adolescents, particularly the anxious child, the emerging adolescent, the racially troubled, and the socially maladjusted.

It is interesting to note that schools seem to be taking increasing responsibility in the area of mental health, and are not relegating treatment programs to special classrooms or the community agencies. Prevention through early identification of both physical and mental problems is also a matter receiving some attention. More emphasis might properly be laid on this area, since coupled with the enormous amount of research being generated in behavioral and cognitive development, it seems logical that little problems, identified early, could be appropriately dealth with in the regular class setting before they grow beyond redemption.

VI. Implications for ERIC/CAPS:

From the directions the research appears to be taking, indications point to attempts to identify problems early in the school years. This seems a highly desirable priority, yet the number of documents which present this emphasis is rather limited, indicating either that work in this area is extremely limited or that it is not being adequately reported in literature. Some means should be found to ensure that practitioners are acquainted with ways in which other schools have accepted the challenge not only of early identification of physical impairments which can lead to academic problems (visual perception and physical development) but also in the area of mental health from preschool years through adolescence.

ERIC/CAPS might make a concerted effort to assemble and disseminate those procedures which have been proven workable.

AREA: Services (Combined)

Documents in this cateogry are concerned with those student services which do not fall directly in the counseling and classroom management spheres. These latter are discussed elsewhere.

I. Number of Documents: 58

A. Position Paper, Theoretical Statement, Model - 1

B. Research Report - 15

C. Review Paper - 2

D. Program Description - 26

E. Handbook, Guideline - 9

F. Conference Report - 4

G. Bibliography - 0

H. Other (Evaluation) - 2

II. Objective Description of Documents:

A. Orientation (2) - This category focuses on problems and programs of orienting students to a new school setting. One document focuses on students who will enter junior high school, while the other devotes itself to general problems of orientation programs.

B. Health (26) - This group includes general statements and curriculum materials for all levels of the school community. While only one document focuses on the preschool child, 10 pertain to the elementary level pupil and seven gear themselves toward the secondary level pupil. There are eight which discuss combined populations.

C. Placement (2) - This very brief category is divided equally, with

one document which addresses itself to job placement of secondary level students, and the other which pertains to school placement.

D. Nonclassroom Development and Programing (12) - This group of documents looks at those procedures which are established outside the classroom but through the school to help students either academically or psychologically. They include tutorial programs, parent-school cooperative programs, and programs outside the regular classroom but within the school system for pregnant teenagers. Some of these programs will be discussed under Important Documents.

E. Curriculum and Program Development (11) - This group of documents takes a look at guiding the student, vocationally and developmentally, through specific areas of the curriculum. It stresses specific programs for specific vocational areas such as agricultural education and distributive education, as well as socially-oriented course offerings in marriage and family living, decision making through unit teaching, etc.

III. Significant Documents: (Not previously discussed under HEALTH)

ED 035 139 Van Wessem, Katherine. A TUTORING PROGRAM: THE SECOND YEAR. St. Ann, Mo.: Central Midwestern Regional Educational Lab, 1968. MF-$0.65 HC-$3.29 50p.

In an effort to develop social skills and increase their own self confidence, underachievers from junior high grades were assigned to tutor younger children classified as slow learners. These "tutors" were volunteers and were given choices as to what they would teach, with stress usually on their own educational needs. General evaluation of the program indicates that it was successful in accomplishing the main

objective, which was for the underachieving tutors to become more aware of their own educational problems and possible solutions, to develop social skills and to increase their self esteem. This program appears capable of wide replication since it: (1) helps both tutor and tutee, if not always academically, then at least psychologically; (2) offers a cost-free method to increase interpersonal relationships across school levels, and (3) provides an opportunity for peer counseling, since it enables younger students to develop a relationship with older ones who may be able to help more with personal concerns than could a grownup.

IV. Other Important Documents:

Holems, Mary E.; and Others. A NEW APPROACH TO EDUCATIONAL SERVICES FOR THE PREGNANT STUDENT. Journal of School Health, 1970, 40(4), 168-172.

This article describes the opening of a special school whose objective it is to provide uninterrupted education for pregnant students. Not only does this school reduce the load on homebound instruction, but it also provides the link between it and reincorporation into the school system at a subsequent date.

Wille, Lois. MOMS ARE A MUST. American Education, 1970, 6(3), 25-29.

A education center in Chicago teaches small children with the active involvement of their mothers.

Melnotte, Judith M. THE APPLICATION OF PROJECT "TALENT" AND PROJECT "PLAN" DATA TO GOAL-ORIENTED CURRICULUM. California Personnel and Guidance Association Journal, 1969-70, 2(2), 22-26.

An individualized process is described whereby the student proceeds at his own rate with materials geared to his ability, and, in part, to his media preference. Participation by both parent and student in decision making is also discussed.

V. Trends:

As is apparent, the only sub-area of which note can be taken is in the area of health services. The wide dispersion of the remaining documents over the other areas suggests that in this particular area of "services", there are gaps which demand attention rather than available research. Areas which are noticeable by their lack are:

A. Orientation to junior high school or senior high school
B. Student participation in cocurricular activities and the resultant effect on student development.
C. Job placement, cooperative programs, and school community programs.

The available literature is totally silent on students outside the classroom but within the school setting. Surely, those activities in which students participate after the school day is over but before they leave the building, are worthy of note, from the student development point of view. It would seem that there should be research done to ascertain whether or not extracurricular activities have any affect on the personality, self confidence, and social behavior of the student, and if so, what those affects are and if they should be encouraged by enlarging the scope of after-school activities to bringing them to more students, or if they should be limited to specific areas for specific populations:

eg. sports for those whose social behaviors need improvement, or cultural activities for those who are academically gifted.

Job placement should be of increasing importance not only at the senior high school level, but also at the junior high school level. The available literature is strangely silent in this area. Junior high school students, in particular, often need a part-time job not only for the financial remuneration it may offer but also for the sense of independence and self confidence it brings. The crucial early adolescent years need bolstering, and it is very often through a job that young people are able to find themselves and feel a sense of worth. This age group, because it includes students below the age of 16, is particularly difficult to place in jobs due to labor laws which make most potential employers unwilling or unable to take the necessary steps to hire younger boys and girls. The school should, and must, take a bigger role in acting as a clearinghouse for available jobs, even if they are limited in scope and temporary. People still need babysitting, lawns mowed, walks shoveled, windows washed, groceries bagged, etc. Someone is doing these odd jobs - should they not be available to those who not only need and want jobs but who have the stamina to perform them well?

Orientation to junior and senior high school is covered to a minor degree. The importance of specially designed programs to acquaint students with a new school facility and situation deserves more attention than it appears to be receiving.

VI. Implications for ERIC/CAPS:

As has been suggested, there are areas in which more work should be reported. It is to these areas that ERIC/CAPS might address itself by:

(1) first, ascertaining whether or not there is a great deal of work being generated in the areas which we have thus far not covered, and if so (2) undertake to seek out work being done, either by solicitations to state departments of guidance or through appeal to memberships of some of the national organizations of secondary school counselors. CAPS might also consider a workshop which would bring together people who have programs in the aforementioned areas and are willing to share their successes (and failures) with people who would like to start or update programs in their own schools. CAPS might also be in a position to assemble a "tool" publication which would offer suggested programs for initiation into appropriate school situations, based on available literature. Services are the core of the personnel program, and as such should encompass all areas which affect the student. These areas do not stop at the classroom door.

POPULATIONS: (A) Preschool
(B) Elementary
(C) Secondary
(D) Combined

MAJOR AREA: PERSONNEL

Sub-Areas:

(A) Counseling Techniques
(B) Counseling Goals

67

AREA: Counseling Techniques

Documents is this area focus on those methods which counselors and teachers employ with students both in and out of the classroom, to improve their academic and social behaviors, on an individual or a group basis.

I. Number of Documents: 32

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 23

C. Review Paper - 0

D. Program Description - 8

E. Handbook, Guideline - 1

F. Conference Report - 0

G. Bibliography - 0

H. Other - 0

II. Objective Description of Documents:

Documents in the area are divided fairly evenly between elementary and secondary levels, and fall into several well-defined categories:

1. Behavior Modification Techniques (11) - This group of discussions describe various ways in which the counselor and/or the teacher attempts to alter student behaviors, usually social and disruptive, primarily within the classroom milieu. Occasionally small group counseling is involved in working through these behavior changes. Described are some of the techniques mentioned in the discussion of Behaviors, since some of the counseling sessions are designed to

improve self concept and self confidence. Since the technique is the focus of these reports, they are mentioned in this area rather than under Behaviors.

2. Improved Achievement (11) - This group of documents is directed toward those attempts to work with students and/or their parents in an effort to increase their academic performance. In general, the focus is on the underachiever, whose motivation needs redirection and support.

III. Significant Documents:

ED 032 920 THE JUNIPER GARDENS PARENT COOPERATIVE NURSERY. FINAL PROGRESS REPORT FOR OEO CAP GRANT CG-8474 AO. Kansas City, Mo.: Juniper Gardens Children's Project, 1968. MF-$0.65 HC-$3.29 38p.

This project aimed at encouraging mother participation in the education of their preschool children. Thirty children and their mothers from a poverty area of Kansas City enrolled in a Head Start parent cooperative nursery school. The mothers actively participated in a parent-training program, consisting of tutorial training in which a series of lessons designed to teach preacademic concepts and skills to the children was presented to the mothers. In lessons on classroom management the mothers learned to manage pupils and to provide good social learning experiences in group situations. The tutorial curriculum included 150 lessons offering primer level skills. Initially, mother responses to children indicated high rates of inappropriate tutorial behavior. The mothers were then coached to praise correct answers and to help children before they made mistakes.

Because these mothers exhibited little skill in maintaining orderly, productive play with groups of children, a "Switching System" was

introduced in which boundaries of activity areas were defined and children were required to complete an academic task before moving to another area. As a result, a quiet and well-ordered environment was established.

There are indications that behavioral deficits in poor children can be minimized by providing their mothers with limited teaching and management skills using positive reinforcement.

This is one of several reports on extensively-undertaken projects which see the parents, particularly the mothers, as enormous potential for good in working with their own children. In many cases, particularly with the disadvantaged, the mothers themselves need counseling and instruction to help them improve their own behavior sufficiently to be of assistance to their children. Parents are an excellent source of free help to the schools, and efforts are being made to tap the available pool, for who should be more interested in the development of the child than his parents?

70-1304 Perkins, John Alan GROUP COUNSELING WITH BRIGHT UNDER-ACHIEVERS AND THEIR MOTHERS. Connecticut University, 1969, 2809A. MF-$3.00 X-$7.40 157p.

This pretest-posttest empirical investigation tested the use of group counseling by school counselors with various combinations of ninth grade boys and/or their mothers to determine what effect these different treatment combinations would have on the boys' school attendance, grade point averages, self concept, study habits, anxiety levels, and rating by teachers.

The sample consisted of 120 boys and sixty mothers drawn equally from five representative public schools in Rhode Island. Twenty-four boys from each school were matched in IQ, grade point averages, and socioeconomic status. Five counselors from the schools were selected

and trained for the study. Each counselor established four treatment groups involving 24 boys and 12 of their mothers as follows: (I) The counselor provided six boys with 12 weekly hour-long group counseling sessions. (II) The counselor provided group counseling to a second group one hour a week for 12 weeks; their mothers received the same treatment separately from the boys. (III) The counselor provided no counseling to a third group but their mothers received 12 weekly one hour group counseling sessions. (IV) The counselor provided no treatment to the fourth group of boys or to their mothers.

Results indicate that group counseling brought about a highly significant increase in grade point average and self concept. A major contributing factor to this increase was mother influence. All three group counseling treatments improved grade point averages over controls. When the counselor worked only with mothers, the effect on grade point average was just as great as when counselor worked with boys alone or boys and mother in combination. Furthermore, group counseling involving mothers also brought about an increase in self concept which was much greater than increase achieved by controls or by counselor working only with the boys. When the counselor worked only with mothers, the indirect effect on the boys' self concept was as great as when counselor worked with both boys and mothers.

These results suggest that group counseling can significantly improve academic performance and self concept among this group of adolescent boys. Results further suggest that counseling with mothers can be a more effective means of improving the achievement of their sons than counseling directly with the boys.

As in the first listed document, we can see once more the importance of parent involvement, regardless of the age of the child. These two reports show pointedly how mothers in particular can be incorporated into positive approaches to help their children function more effectively in both the academic and personal spheres. In this day when parents are crying out for more say in their schools and in the educational process, it is encourageing to see that attempts to involve parents, albeit on a limited basis under counseling supervision have been successful.

IV. Other Important Documents:

Seim, Robert M. NIGHT COUNSELING. The School Counselor, 1970, 16(3), 172-174.

This article discusses the success of evening programs to plan, with parents, the high school programs of graduating students. Parents do not seem to feel threatened within the counseling relationship when they realize that all other parents are also seeing the counselors.

Grieger, Russell M., II. BEHAVIOR MODIFICATION WITH A TOTAL CLASS: A CASE REPORT. Journal of School Psychology, 1970, 8(2), 103-106.

Teachers used a combination social, object, and token reward system to reduce hitting, noises, name calling and calling out. Reductions were highly significant, and positive effects on class work and achievement were noted.

Warner, Richard W., Jr.; Hansen, James C. VERBAL-REINFORCEMENT AND MODEL-REINFORCEMENT GROUP COUNSELING WITH ALIENATED STUDENTS. Journal of Counseling Psychology, 1970, 17(2), 168-172.

70-9402 Alper, Theodore Goodman. A COMPARISON OF TWO TREATMENT APPROACHES FOR THE BEHAVIOR PROBLEMS OF ELEMENTARY SCHOOL CHILDREN. Oregon University, 1970, 30(11), 4762-A. MF-$3.00 X-$6.80 145 p.

Wadsworth, H.G. INITIATING A PREVENTIVE-CORRECTIVE APPROACH IN AN ELEMENTARY SCHOOL SYSTEM. Social Work, 1970, 15(3), 54-59.

The article reports on attempts to apply certain techniques of learning theory including the use of social and tangible reinforcers, a token economy system, point exchange system, and a chart system.

70-2103 Davis, Charles Spurgeon. AN ASSESSMENT OF THE EFFECTIVENESS OF SMALL GROUP COUNSELING ON SELECTED GROUPS OF SEVENTH AND NINTH GRADE UNDERACHIEVING BOYS. Tennessee University, 1970, 30(8), 3275-A. MF-$3.00 X-$9.00 197p.

70-5092 Gerstl, Theodore Lewis. SENSITIVITY TRAINING WITH UNDER-ACHIEVING JUNIOR HIGH SCHOOL STUDENTS. Case Western Reserve University, 1970, 30(9), 3724-A. MF-$3.00 X-$8.80 193p.

Bullock, Lyndal M. GROUP GUIDANCE SEMINARS DESIGNED FOR JUNIOR HIGH SCHOOL PUPILS. The School Counselor, 1970, 16(3), 174-177.

V. Trends and Analysis:

Several "techniques" emerge in various form which demand discussion.

A. Group counseling is used most often for a wide variety of purposes. It is used at the elementary level primarily for purposes of achieving behavior modification within the classroom situation. It is used from the preschool level through the secondary level from purposes ranging from improved performance in the academic areas, to improved self concept, sessions designed to help the adolescent who feels alienated or merely "adolescent", and sessions with parents of underachievers or behaviorally maladjusted children. The

applicability and success of group counseling sessions is fairly widespread, although of course it does not always yield the anticipated results. Group counseling as a technique does provide a method for counselors to reach many people without resorting to a "lecture" format, and without having to try to sandwich everyone into individual sessions. Some counseling goals are better served through group, rather than individual, counseling since the group provides a motivation stimulus to succeed, a sounding board for ideas, and support for failure as well as success among its members.

B. Parent Counseling - Actually, much of parent counseling is done on a group basis, but because the trend of working with parents is so marked, we can consider it separately. As already indicated, involving parents for the purpose of reinforcing desirable behaviors in the child, both academic and social, is a technique which seems to be enjoying more than modest success. Parents, particularly mothers, are being involved from the preschool level through the high school level to help upgrade academic performance, social behaviors, personality problems, and participation in the school society. They are being invited to attend evening sessions with the counselor (individual) for the purpose of program planning for their sons and daughters who will be graduating from senior high school. This is a particularly interesting use of counseling with parents but thus far has received all-too-limited attention in the literature (1 document from this group). It would seem that night counseling for parents, particularly in areas where parents work or where mothers cannot get to the school on their own because of children

at home or lack of transportation, should receive more support from practicing counselors. It is true that evening work is an added burden to a counselor who is undoubtedly already overburdened during the daylight hours, but it would seem that some arrangement could be made to provide a counselor with other time off if being present some evenings would create the rapport so desperately needed with so many parents today. Especially at the senior high school level, where students often consider it juvenile to communicate with their parents, even if it is in their own best interests, it would appear that any way in which the school can communicate directly with those parents would be a worthwhile effort. Evening counseling might be part of the answer.

C. Reinforcement - Techniques involving systems of tokens and rewards are used generally in the early grades, and are aimed at both behavior modification and academic improvement. These systems appear to be successful as long as they are maintained. Material rewards and tokens give way to more "sophisticated" forms of reinforcement by junior and senior high, such as check marks, verbal reinforcers, and social reinforcers. The success of these methods with most groups indicates that reinforcement is a technique which should be utilized at all levels to encourage behaviors conducive to good learning. Even as adults out of school, most of us still respond more favorably to praise and encouragement than we do to negative statements or no comments at all.

VI. Implications for ERIC/CAPS:

While on the whole, the literature suggests that the area of counseling techniques is receiving adequate attention since documents cover the elementary grades and the secondary grades almost equally, there do seem to be some places where CAPS might encourage further exploration. The concept of evening counseling programs at the public school level is one which I, for one, find very intriguing and full of potential. To my knowledge, most of the ERIC literature which discusses evening counseling programs generally focuses on urban colleges with extensive night-time divisions, or community colleges where many of the students are normally evening students. Perhaps CAPS could survey schools and their counseling staffs, locally, statewide or nationally, depending on the available resources, to ascertain feelings and needs in this area. If interest exists to an appreciable degree, perhaps CAPS could do further research work to ascertain the possibilities to which evening counseling might be put and then publish a small handbook which might be disseminated to interested schools. Perhaps, if resources are quite limited, CAPS might encourage readers of the Capsule to share their thoughts with our other readers. Could we establish not only an Idea Exchange Column, but also a column to which readers could address questions to which they might like other readers to respond from their own experiences? Then CAPS itself might pose the question, "Would evening counseling programs be feasible in your school (K-12), and if not, why?" Perhaps if the column caught on with our readers, we might encourage questioners to include their mailing addresses so that direct replies might be sent them by responding readers.

AREA: Counseling Goals

Documents in this area focus on the needs of students, the consequent objectives of pupil personnel services, the role of guidance in the educational process, and the evaluation of programs designed to meet the stated needs..

I. Number of Documents: 34

A. Position Paper, Theoretical Statement, Model - 5

B. Research Report - 7

C. Review Paper - 1

D. Program Description - 12

E. Handbook, Guideline - 5

F. Conference Report - 1

G. Bibliography - 0

H. Other (Program Evaluation) - 3

II. Objective Description of Documents:

This rather large area contains documents which speak to several issues. They are as follows:

A. Special Needs (5). This group focuses on the needs of particular areas or populations. Specifically covered are inner city youth, rural pupil personnel services, early elementary guidance, and small school guidance services. While only the inner city youth receive attention in two documents, the other specialized areas definitely express a need which is explored in at least one document.

B. Survey of Services and/or Programs (22). This large subcategory forms the bulk of the documents in the area of "Counseling Goals",

and generally are comprehensive investigations which seek to provide information on the status of services as they currently exist and suggested directions for the future, within a given state or district.

C. Guidance Needs (17). In this subcategory are found documents which address themselves to the needs of general student populations such as the need for more opportunities in career exploration, objectives of "good" guidance programs as well as objectives of particular pilot projects and the need for better followup methods in survey research.

III. Significant Documents

ED 035 031 Leonard George E.; and others. THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: AN INTERIM REPORT. Detroit: Wayne State University and Detroit Public Schools; Washington, D.C.: Plans for Progress; New York: College Entrance Examination Board, 1968. MF-$0.65 HC-$9.87 207p.

The objectives of this project are: (1) to aid a selected group of inner city high school students to raise and broaden their educational and occupational aspirations, (2) to develop a pilot program designated to meet the needs of inner city youth in a better way than before; (3) to involve the staffs of the participating schools; (4) to systematically evaluate the program. The first phase of the project involved a two-week workshop for school personnel. The main goals of the session was to encourage participants to look critically at their school program with an eye toward utilization of occupation and career as a focus for helping inner city youth to raise their level of aspiration. The setting, the personnel involved, the rationale and broad objectives for activities are described, including counseling and guidance, curriculum, community contacts, parent involvement, broadening perceptions, and dissemination of information.

ED 041 311 Chamberlain, Jonathan M. DEVELOPING AND MANAGING A RURAL SCHOOL PSYCHOLOGICAL SERVICE IN A SPARSELY POPULATED AREA. Washington, D.C.: American Personnel and Guidance Association; Price, Utah: Regional Child Service, 1970. MF-$0.65 HC-$3.29 14P.

Five adjacent rural school district superintendents proposed a project to determine the feasibility of providing psychological and social work services in a sparsely populated area. Planning Phase I sought to answer questions concerning the extent of the need, the current services and their adequacy, and the level of community understanding of problem children. It was decided to provide diagnosis and treatment of children with problems, and an inservice training program for teachers regarding mental health concepts in the classroom. Additional objectives emerged during Planning Phase II. The three operational years with their objectives based on the findings of the planning phases are fully discussed. Implications for the future of rural school psychology are offered.

The two documents above, at first glance, appear to have little connection, and in fact, they have no direct connection at all. What base they do share stems from the fact that they both deal with distinct populations, they both recognize the unmet needs of that population, and they both devise a planned set of experiences in an attempt to meet those needs. Both are long-range projects designed to fill a gap in existing programs for the populations named. While there are a number of studies which devote themselves to investigations of and programs for the disadvantaged, there are a lesser number which focus specifically on the inner-city youth, and far fewer which deal with rural youth. This latter area seems deserving of more attention, not only in relation to rural districts, but also in relation to small school districts which want to preserve their autonomy yet still provide services which are

feasible only through combined effort.

IV. Other Important Documents:

ED 033 776 ELEMENTARY SCHOOL GUIDANCE COOPERATIVE FOR SMALL SCHOOL DISTRICTS. Monroe, Washington: Monroe School District Number 103, 1968. MF-$0.65 HC-$3.29 12P.

This program had three purposes: to provide an opportunity for children to develop to their fullest potential through early identification and effective handling of their adjustment problems; to sensitize teachers to the needs of individual students by extending the teacher's understanding in such areas as individual differences, diagnostic cures, tests and measurements, learning theories, classroom guidance techniques, and child devleopment; and to aid parents to understand their children and accept them in terms of their levels of maturity and ability.

ED 038 674 Dunn, James A. THE 1970 PLAN GUIDANCE PROGRAM. Washington, D.C.: American Institute for Research, 1970. MF-$0.65 HC-$3.29 22P.

This paper discusses the goals concerning the role of guidance within the PLAN's educational system: orienting new students to PLAN and orienting current PLAN students to operational changes in PLAN when they occur; helping students to improve their skills in listening, studying, and test taking; providing students with an information base about the working world; helping students determine their own interests and abilities; helping students and parents to formulate their goals more effectively; developing individualized programs of study for students; and providing for the transition from high school with necessary counseling.

Murphy, Mary Kay. SUCCESS IN EARLY COUNSELING. American Education, 1970, 6(2), 3-7.

This article describes a successful counseling program to help first graders with learning problems.

Hecht, Edward. GUIDANCE PROGRAM FOR A GHETTO SCHOOL. Personnel and Guidance Journal, 1970, 48(9), 731-738.

Smith, Edward D. VOCATIONAL ASPECTS OF ELEMENTARY SCHOOL PROGRAMS: OBJECTIVES AND ACTIVITIES. Vocational Guidance Quarterly, 1970, 18(4), 273-279.

ED 041 349 Pearlman, Judith G.; Sara, Nathir. A PILOT STUDY TO DETERMINE THE EFFECTIVENESS OF GUIDANCE CLASSES IN DEVELOPING SELF UNDERSTANDING IN ELEMENTARY SCHOOL CHILDREN. FINAL REPORT. Deerfield, Ill,: School District #110, 1969. MF-$0.65 HC-$6.58 115P.

This set of materials includes five story units to be read by students, and corresponding teacher guides designed to promote subsequent class discussion. The program is planned to create an awareness that all behavior is motivated, and to help children become more perceptive of their goals and the options available to reach those goals.

ED 035 701 Shumake, Franklin. PUPIL PERSONNEL SERVICES IN AMERICA'S SCHOOLS. Conyers, Ga.: Rockdale County Public Schools, 1969. MF-$0.65 HC-$3.29 61P.

A seminar discussion by public school personnel and college personnel in the areas of counseling, psychology, social work and health focused on issues and trends in personnel services, including parent involvement, procedures for referral in counseling, school medical services, and school social work.

ED 038 738 Morris, Thomas L. ELEMENTARY SCHOOL GUIDANCE AND COUNSELING: A FRAMEWORK FOR PROGRAMS IN WYOMING. Cheyenne: Division of Pupil Personnel Services, Wyoming State Department of Education, 1970. MF-$0.65 HC-$6.58 102P

Although this document is designed specifically for a single state, it is included here because it is not a specific program, but rather a ~~fram~~ framework for programs which may be developed. Suggested are the rationale for creation of counseling programs in the elementary schools, and developmental approaches to which the programs should adhere.

Evraiff, William; And others. THE COUNSELOR-LEARNING TEAM: A MODEL FOR ELEMENTARY SCHOOL GUIDANCE. Elementary School Guidance And Counseling, 1969, 4(2), 95-103.

This article describes the function of a pilot project established to serve an elementary school in a racially and economically changing neighborhood in San Francisco.

V. Trends and Analyses:

From the literature surveyed in this area, it is readily apparent that most of the work being done is in the area of state surveys of services. No doubt these reports are not only necessary but invaluable to those states involved, but to my mind they have questionnable value to the rest of the country. While it is possible that the information contained in these carefully-prepared reports can be of help not only to those districts directly involved but also to similar districts (as far as size and composition, etc. are concerned) as potential guidelines for program development and/or implementation, I am concerned that this emphasis is less meaningful than it might otherwise be if priorities for research were altered somewhat. Of possible wider interest might be more studies of services for particular populations, for as we noted, there are only 5 documents in this category. Nothing in this particular

body of literature speaks to the needs of Indian youth, Mexican-American youth, or Appalachian youth. These groups do not attend school isolated from their cultural group, but most often comprise a majority of their schools' population. What should be objectives of programs which best help to meet their needs? What are some of the practices currently being attempted, and what are their strengths and weaknesses?

Regarding some general commonalities from state to state, it would seem that the area to which most pupil personnel services feel they need to devote more attention in is career exploration. Indications are that this aspect of guidance should be started early in the elementary grades, and carried right through high school graduation, for the greatest impact. In fact, much of the focus of the area of "Counseling Goals" lies at the elementary level (12), with only 8 documents concerned solely with the secondary level, while 14 concern the combined groups and are generally those which reflect statewide surveys. Another point in common is the need to recognize the many needs of such a large population group as is reflected in a district or state, demanding an enormous variety of services and specialized personnel. Of course, needs often outstrip resources, and for this reason it would seem most logical to put more emphasis into seeking ways in which schools and school districts could combine their resources in order to provide the widest possible services at the least possible cost. Only one document suggests this solution--the one already noted, dealing with combined psychological services for a rural area. As was suggested in a previous portion of this report, it would seem expedient for more attempts at consolidation of services not only in rural areas but in cities, large and small--even between two schools if that would be more economical. While it may be a status symbol for each school to employ a psychologist, it might not really be necessary and might be just as feasible to employ

one on a shared-time basis. Just as the concept of area-wide technical and vocational schools at the secondary level is being implemented to provide centralized facilities with the best concentration of materials and personnel, so might we develop area-wide student services centers which would provide the necessary staff and services, either on an in-building or out-center basis.

VI. Implications for ERIC-CAPS:

The questions raised seem to be those of encouraging more programs to meet the needs of particular groups of students, and of working to bring about more consolidation of effort in the provision of services. With the realization that, as far as the first priority goes, much is currently being done in the area of services for the disadvantaged, particularly the urban disadvantaged, CAPS should focus its attention on suggesting ways in which other special groups can be helped through personnel services. Each large special group has concerns particular to that group, so the approaches involved must be particular to that group also. An in-depth project might be directed to researching the literature concerning a particular group, for example American Indians, not only in the southwest but in various parts of the country, northern Michigan included, to ascertain their special needs and then suggesting services which might be of help to them. Or we might undertake a joint project with the ERIC Clearinghouse on Small and Rural Schools to obtain information which would enable us to devise a framework within which groups of small and/or rural schools might inaugurate joint programs.

What must be kept in mind in these areas of investigation is the hard fact that, by and large, groups with special needs are often located in geographical areas which have very limited available funds--a fact which

necessitates careful planning involving a minimum of frills. Such areas will not even look at suggestions which they know immediately are impossible to implement. Rather, they must be offered alternatives which utilize personnel and facilities already in existence so that the problem is not one of starting from scratch but one of change within an existing and therefore feasible framework.

POPULATIONS: (A) Preschool
(B) Elementary
(C) Secondary
(D) Combined

MAJOR AREA: SUPPORT

Sub-Area:
Materials

AREA: Support (Combined except for MATERIALS, covered separately)

Documents in this combined area cover materials in testing, evaluation, information utilization, and those documents which appear questionable for inclusion in this survey.

I. Number of Documents: 30

A. Position Paper, Theoretical Statement, Model - 0

B. Research Report - 24

C. Review Paper - 1

D. Program Description - 3

E. Handbook, Guideline - 0

F. Conference Report - 1

G. Bibliography - 0

H. Other - 1

II. Objective Description of Documents:

A. Testing (13) - Documents in this area are scattered among those dealing with development and use of specific instruments, behaviors of those taking tests (anxiety), and issues concerning testing in general as well as use of test results.

B. Evaluation (6) - These documents discuss the measurement of a particular trait or group of traits, identification of intelligence levels, and developmental rates of adolescents. One document in this group is a foreign study (Israel) of an adolescent population in that country.

C. Legislation (1) - This single document focuses on the pupil, the constitution, and the Supreme Court, with a view toward defining the rights, responsibilities and immunities of the American school pupil in the public school.

D. Information Utilization (7) - Documents in this subcategory devote themselves to the use of computers in systems of vocational guidance, and individualized educational systems.

E. Questionable (7) - This group of documents contains some which are devoted entirely to foreign comparative studies, some which are devoted to teachers but not in ways which carry over into the classroom situation, and some are so removed from possible categorization under any heading we have created that they cannot be included elsewhere and do not merit special consideration.

III. Significant Documents: 0

IV. Other Important Documents:

70-4546 Seffiro, William Theodore. THE PUPIL, THE CONSTITUTION, AND THE SUPREME COURT. Pittsburgh University, 1969, 30(9), 3706-A. MF-$3.00 X-$9.90 216p.

This document seeks to analyze all specific or generalized references to the pupil, to analyze the issues under consideration in each of these references, to analyze majority and dissenting opinions to ascertain changing attitudes toward the rights, responsibilities, and immunities of the American pupil as mandated by the Constitution and interpreted by the Court, to analyze cases which arose out of controversies in schools over the separation of church and state, and to analyze cases which arose from discrimination and identify resultant civil rights of the pupil.

ED 038 688 Roberts, Tommy L.; and Others. SOFTWARE DOCUMENTATION FOR THE BARTLESVILLE PUBLIC SCHOOLS: PART ONE. THE BARTLESVILLE SYSTEM TOTAL GUIDANCE INFORMATION SUPPORT SYSTEM. Bartlesville Public Schools, Okla.; Stillwater: Oklahoma State University, 1970. MF-$0.65 HC-$6.58 154p.

This paper describes an information storage and retrieval system for counselors, designed to extend their capabilities by providing access to student information under secure conditions.

ED 036 852 O'Reilly, Robert P. IMPROVING THE IDENTIFICATION OF ANXIOUS ELEMENTARY SCHOOL CHILDREN THROUGH THE USE OF AN ADJUSTED ANXIETY SCALE. Albany: Bureau of School and Cultural Research, New York State Education Department, 1970. MF-$0.65 HC-$3.29 10p.

This report summarizes results of a study of comparative validities of procedures for identifying the anxious child by using a questionnaire measure of school anxiety, the Test Anxiety Scale for Children.

ED 037 784 Jung, Steven M. GUIDANCE TESTING AND THE INDIVIDUALIZED PROGRAM OF STUDIES. Washington, D.C.: American Institute for Research and American Educational Research Association, 1970. MF-$0.65 HC-$3.29 16p.

A developed abilities performance battery (DAP) has been constructed based on the Project Talent Survey to serve two major functions in the guidance area of Project PLAN: to enable teacher, parent, and student to evaluate the student's level of developed performance ability; and to provide detailed profiles of those abilities which a student must cultivate in order to expect attainment of a particular goal.

V. Trends and Analysis:

The documents in this area are spread rather widely so that no genuine trends can be said to emerge. There does seem to be a concern with identification of anxious children, and children with possible academic problems. This is a valid concern, and perhaps is deserving of more attention. Coupled with the enormous amount of research in the area of COGNITIVE BEHAVIORS, the work being done on identification in

early school years suggests that, to be effective, programs must be started as early as feasible in identification, prevention and treatment so that young children will be able to make the most of the educational opportunities to which they are exposed.

It would seem that more work should be reported in the area of legal decisions as they concern the students. Much effort is currently being made on the college student and the law, but this interest does not as yet appear to have trickled down to the public school level. With recent decisions, such as the one on parochiaid here in Michigan, perhaps we shall begin to see more effort being expended to delineate rights and responsibilities of both school staff and students.

VI. Implications for ERIC/CAPS:

The scarcity of documents in the area of legal decisions suggests that CAPS go forth "full steam" on its intended project of seeking out bibliographies in the area of "the student and the law", with particular emphasis on the K-12 level.

AREA: Materials

Documents in this area include those reference materials designed to aid personnel working with children in the areas of behavioral development, vocational development, and general development.

I. Number of Documents: 19

A. Position Paper, Theoretical Statement, Model - 1
B. Research Report - 3
C. Review Paper - 0
D. Program Description - 4
E. Handbook, Guideline - 6
F. Conference Report - 0
G. Bibliography - 5
H. Other - 0

II. Objective Description of Documents:

A. General Materials (12). This group of documents contains documents of reference materials relating to children's development, including research bibliographies on learning; documents on materials designed for use in the classroom setting for instruction in guidance; compilations intended for those interested in recent writings in the area of guidance, particularly at the elementary school level.
B. Occupational Materials (2). This very brief subcategory contains documents which report on informational search systems in the area of career exploration.
C. Tutoring Materials (1). This manual is designed for youth who will be tutoring other youth, and presents techniques and ideas for possible use.
D. Play Therapy (1). This document is a bibliographic compilation of references which focus on play therapy and children's play through both normal and abnormal developmental stages.

III. Significant Documents:

ED 039 543 Latchaw, Truly Trousdale. AUDIO-VISUAL GUIDANCE MATERIALS. AN ANNOTATED BIBLIOGRAPHY AND DIRECTORY OF MINNESOTA SOURCES. MINNESOTA GUIDANCE SERIES. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1970. MF-$0.65 HC-$19.74 555P.

Intended to be of help to personnel planning guidance units, this publication contains 400 titles of 16mm films, filmstrips, tapes, recordings and slides. The materials are classified according to the following categories: (1) family life; (2) personal-social development; (3) careers; (4) personal-social problems; and (5) education.

Family life focuses on family and the role of the individual parent and/or child in contributing to family living. Personal-social developments contains a listing of films which deal with the development of growing children and adolescents. Career deals with the world of work. Personal-social problems emphasize problems of the individual and society, along with possible solutions. The category of education includes changing educational needs, role of teachers, school financing, tools in teaching, special education, discipline and learning. Audio-visual aids are further subdivided according to age groups which cover the individual from the primary through the college adult level. Included are available evaluations of the listed films, together with cost, length, year produced and color qualities of each listing.

This very extensive source material which covers the student from school "birth to end" should be of valuable assistance to counselors and teachers in their planning and implementing stages of program development. Despite the fact that it has been developed by a state department of education, it is useable in any area, and with virtually any school population in the nation. It is recent enough in publication date to be considered up-to-date, although naturally it might be assumed that those using this, or any such materials, would want to update it with even more recently published material.

Two documents which deal with information systems should be of wide interest to school counselors at the secondary level. Both discuss systems which are designed to assist students through their own direct involvement in the decision making processes. One discusses the Information System for Vocational Decisions, developed by Daivd V. Tiedeman, and the other presents an evaluation of the Educational and Career Exploration System within a functioning high school.

ED 034 212. Tiedeman, David V. THE CULTIVATION OF CAREERS THROUGH GUIDANCE AND VOCATIONAL EDUCATION. INFORMATION SYSTEM FOR VOCATIONAL DECISIONS. PROJECT REPORT NO. 18. Cambridge: Graduate School of Education, Harvard University, Massachusetts, 1969. MF-$0.65 HC-$3.29 27P.

With the expressed view that an enlargement of the understanding of the career for the individual is necessary to put the imperative need of work for everyone into better perspective, this document suggests that secondary education by the 1980's needs to be looked at as an educational process for those in need of an interdependent learning experience in order to progress in the expansion of their intelligence and career according to their own purposes. It is proposed that secondary education take place in a Learing Resource Center (LRC) with the basic instructional aid being an Educational Machine. Counselors present in the LRC would help the student to convert his learning into real life experiences. The machine would provide the series of "dress rehearsals" which one might need in a career in order to achieve realization of self processes in the choice processes of career. The ultimate goal for this program includes the integration of community resources for the common good, individualization of instruction, and education for individuality, including therapy or education for the mentally ill, leading to the fostering of identification.

This particular document does not address itself to the specifics of the ISVD which are found widely in the literature, but rather to an aspect of its applicability which schools with foresight might consider implementing. It is not an "overnight" suggestion, which is advantageous since it enables people to give it proper consideration without feeling that implementation possibilities would be too hopeless to attempt.

ED 038 661. Bohn, Martin J.; And Others. THE EDUCATIONAL AND CAREER EXPLORATION SYSTEM: FIELD TRIAL AND EVALUATION. Washington, D.C.: American Educational Research Association, and New York: Teachers College, Columbia University, 1970. MF-$0.65 HC-$3.29 11P.

A computer-assisted counseling system was field tested at a suburban high school. The three questions raised were: (1) does the education and career exploration system function adequately? (2) does it affect students' vocational development? and (3) what reactions does it elicit from students, parents, counselors, and teachers?

The system, designed to provide the student with information concerning his educational and occupational choices for use in post high school plans, has three programs: (1) introduction and vocational orientation; (2) educational orientation; and (3) post high school educational search.

The subjects were black and white; male and female; and college and non-college bound students. An experimental group consisting of students who had used the system and a control group who were not exposed to the system were randomly selected.

The results indicate that the system experience leads to higher vocational maturity. It was used equally by black and white students, and college and non-college bound students. Male students used the system more frequently than did female students. Generally, students were positive about their experiences with the system, and so were their parents. Counselors agreed on the potential contributions of the system, but urged additional use of other occupational materials.

This field test is valuable, particularly for schools with similar populations, and located in similar communities. It provides a genuine feel for the operation of the system, along with its shortcomings, and points to the need for as much information, from other sources, as the student can absorb.

From the data presented, it seems safe to infer that the system is a good one, useable for all students. It encourages vocational development and provides information which the student can understand and assimilate. It also, according to the counselors involved, is not to be taken as an all-powerful god, but rather should be incorporated into a plan which uses additional occupational resources, enabling the student to have the best of all possible available worlds. This, of course, is the ideal advocated by most counselors in regard to all systems--that the system is merely one tool and should not be relied on to the total exclusion of all others. However, it is a very good beginning, and for those not likely to use any of the more mundane materials, a systems approach offers the novelty which may be just the needed impetus for an otherwise apathetic student.

IV. Other Important Documents

ED 035 908 Sugarman, Jule M.; And others. RESEARCH RELATING TO CHILDREN. BULLETIN NO. 24. Washington, D.C.: Children's Bureau Clearinghouse for Research in Child Life, Department of Health, Education and Welfare. MF-$0.65 (Not available in HC) 149P.

This bulletin includes reports of research in progress or recently completed. The first part is abstracted and contains sections on long-term research, growth and development, special groups, the child in the family, socioeconomic and cultural factors, educational factors and services, and social and health services. The second part of the publication consists of indexes on organizations, investigators and subjects.

ED 034 225 Bergson, Rita. SUGGESTED REFERENCES. PACE I.D. CENTER. South San Fransisco: PACE I.D. Center, California, 1969. MF-$0.65 HC-$3.29 14P.

References provided by project staff members which they felt contributed to the general knowledge of the prevention of learning and behavior problems imply concern for the child in his total environment. Those considered most relevant to this need are divided into the following areas: (1) assessment; (2) early childhood; (3) clinical; (4) education; (5) community mental health; (6) family, and (7) the disadvantaged. Some of the entries are briefly abstracted--most are not.

V. Trends:

Documents in this area scatter themselves over both the elementary and the secondary levels, with much of the general and developmental materials devoted to the early grades and the occupational exploration materials pertaining to the secondary grades. Documents which discuss specific occupational materials are, as can be seen from the foregoing, very sparse. This is not understandable at this point in time since so much stress is being placed on vocational devleopment. While general statements are being made in fair abundance (see section on Vocational and Educational Behaviors) very little appears in the literature which puts into practice the concepts and precepts on which so much effort is expended. Just why this is so is hard to explain, and it would appear that if there are specific materials in use in this most important area, it behooves us to become aware of it. If these materials are nonexistent then it is incumbent on the personnel field to develop and test-use

occupational materials which are discussed so freely from the theoretical viewpoint.

There appears to be adequate coverage in the area of tools for the counselor and teacher, designed to acquaint him with stages of child development. There are also guidelines for materials to be used in school guidance programs, particularly at the early grade levels, such as visual aids, printed materials, and suggested projects. There are, happily, materials which a teacher can use within the framework of the regular class setting, which focus on guidance. Since elementary school guidance is still relatively new and as yet not implemented in many schools as a separate entity, it is necessary for the classroom teacher to act as guidance counselor and to have source materials which will enable her to deal with concerns and needs of the young pupil.

Unfortunately, there is only one document which addresses itself to the area of tutoring materials. Cross-age tutoring has been proven to be a valuable means for upgrading the motivation and achievement of young children. While the discussed document appears to have great merit in that it provides, in pictorial and written form, techniques which can work with younger children, there should be additional resources materials in this important area. Other areas have discussed specific techniques of tutoring with specific populations at specific times, but there appears to be very little information which can be of help to the prospective tutor, particularly the young one.

Because there is only one document in the area of play therapy, it can hardly be said that a trend exists. While it is always helpful for the classroom teacher to be aware of developmental play behaviors, it does not seem necessary for a wealth of other materials in this narrow area. The teacher, hopefully, is knowledgeable in the developmental stages of young children, and can glean additional information from other sources. If there be a school psychologist on the staff, then the teacher has a ready-made resource at her fingertips.

VI. Implications for ERIC/CAPS:

From the information available, it would appear that CAPS could perform a real service by seeking out additional source materials for elementary school tutorial programs, in particular. While adolescent tutors can probably be well-served by group counseling sessions to acquaint them with

helpful techniques, younger children, especially those who work with still younger children, can be better served by a wealth of materials which are specific techniques, written so they can understand, and designed so they can implement them without undue consternation. CAPS might also be in a position to formulate a handbook, dealing with techniques for adolescent tutors, to be used as an adjunct to group counseling sessions. More tutorial programs might be available if school personnel had help in the form of specific tested techniques.

As already indicated, more systems should actually be utilized within the school setting. Getting occupational information to students is generally being accomplished one way or another, but involving students in the use of planned systems designed for their individual needs seems to offer more promise than traditional methods. Perhaps CAPS could ascertain which schools have operational systems, and whether they might be willing to share the system with area schools (if the programing is not "locked" to a particular school) on a cost-share basis.

Perhaps we might sponsor a conference of people involved in systems, within a school setting, to delineate the problem areas and to disseminate ideas which may spur other schools to implement such programs. For, in the final analysis, laboratory testing is very necessary, but if good ideas do not get out of the laboratory and into operation in the field, what good are they? Let us act as a catalyst, bringing the two-laboratory experimentation and classroom practice--together for the improvement of information dissemination and vocational decision making.

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To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly. *Complete ordering instructions follow:*

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order document by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies; use HC space for hard copy (Xerox). *Check RIE for availability of document in MF and HC.*

4. Include unit price from the rate schedule. (Refer to price schedule on back.) Prices published in RIE through April 1, 1971 are incorrect. Consult May 1971 and later issues for correct pricing.

5. Extend number of copies and unit price for total price for each title.

6. Add items 1 through 15 and insert amount in "Sub-Total" box.

7. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

8. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

9. Indicate payment method desired. Payment must accompany all orders of $10.00 or less.

10. SIGN AUTHORIZATION and date order.

11. Include only 15 titles per form. Complete and sign additional forms if required.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____

TITLE OR DEPT._____

Microfiche Copy - Each Title		.65
Hard Copy - Each Title by 100 Page Increments		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 1-100 page Increment		3.29

TERMS AND CONDITIONS

1. TERM OF CONTRACT

This order is not subject to cancellation.

2. PRICE CHANGES

Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

3. SUBSCRIPTION PRICE AND PAYMENT

The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

4. PROPRIETARY INFORMATION

All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

5. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

6. EXTENSION

The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one-year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

7. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

8. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

9. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

10. DEFAULT AND WAIVER

A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

11. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.